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ABSTRACT

This resource manual is intended to be used by instructors and trainers in both preservice and short-term training as a tool to assist in designing new offerings and redesigning old offerings for work adjustment trainees. Annotations are provided of resources in 19 work adjustment competency areas, including the following: specific marketable skills and work habits, individualized client programming, professional communications and paper work, behavior modification, client supervision, rehabilitation as a process, vocational information and resources, vocational evaluation technology, principles of human behavior, personal and social development, disability and target group characteristics, vocational evaluation as a process, employment opportunities and client placement, staff supervision, teaching and training technologies, general and basic employment acquisition skills, job analysis and development, job modification, and production and industrial operations. Each annotation contains some or all of the following: a key term, a code indicating whether the content is applied or theoretical and general or specific, the target audience, a statement concerning format, the author and title of the resource, its source, and an abstract. Two vocational and work adjustment training needs inventories are provided. The resources are indexed according to key terms. (MN)

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Research Report

Research and Training Center

WORK ADJUSTMENT COMPETENCIES: ANNOTATED RESOURCES FOR TRAINING

Fredrick E. Menz, Ph.D., Editor

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ACKNOWLEDGEMENT

The development of this resource document came about as the result of two federally sponsored projects. First, the Rehabilitation Services Administration funded the Work Adjustment Specialist Curriculum Development Workshop in 1978. As part of that project, the competencies for the entry level Work Adjustment Specialist were identified through a national survey, at the national workshop held in Cleveland, Ohio in 1978, and the regional workshops held through 1979. Over 250 energetic practitioners, administrators, educators, trainers and researchers from every major rehabilitation audience concerned with training or employing adjustment personnel actively took part in those workshops. They listened, debated, argued, listened, resolved philosophical differences, argued, listened and came to some substantive conclusions about what and how adjustment personnel should be trained.

Among those conclusions were two definitions:

> Vocational Adjustment Service is a systematic individualized process of eliminating barriers and developing competencies for the purpose of assisting individuals toward their optimum levels of personal, social, community, and/or vocational development.
>
> Work Adjustment is a treatment/training process through which the individual is assisted in acquiring those skills, behaviors, and concepts required to function effectively in a work environment. This may include personal, social, and community adjustment as it relates to work outcomes. (Ellien, Menz & Coffey, 1979, p. 22)

The complete results of the project, including details of the original research, are already in print and have become significant resources in and of themselves. Coffey and Ellien (1979) summarize the activities, perspectives, debates, position papers, and initial research findings on the competencies. Ellien, Menz and Coffey (1979), then, concisely present the 19 competencies, as identified through the research, and the case for using those competencies to define the professional identity of the Adjustment Specialist. In a very real sense, this new document is merely one more product of those colleagues of ours who came together in Cleveland and tried to put some order behind how we want to train and in what it is that we expect our colleagues in work adjustment to be competent.

The completion of research on the competencies and the actual development of this document, though, came about under a grant to the Center from the National Institute for Handicapped Research. As one of a series of research and development projects on rehabilitation services funded under that grant (Grant #16-P-5682115), it was possible to work with the many people who

willingly did all the identifying of the key terms used in doing literature searches, conducted the searches, wrote the needed annotations, and proofed, edited and did all those other things which makes putting this kind of a document together a community activity. Our appreciation to the NIHR for its support is acknowledged.

In compiling the annotated bibliography, we drew upon a number of libraries and retrieval services. Among those were the libraries at University of Wisconsin-Stout, University of Wisconsin-Madison, Michigan State University, University of Michigan, and New York University. Retrieval systems searched were the Oklahoma Clearinghouse on Adjustment Training Materials, the National Rehabilitation Information Center at Catholic University in Washington, D.C., the Educational Research and Information Centers, and the Materials Development Center at the University of Wisconsin-Stout. Every one of these organizations provided extensive and willing cooperation. Of all the sources we used to achieve the purpose of this document, though, the information held in the Materials Development Center's Information Retrieval System was singularly the most valuable. The abstracting and bibliographic work which Ron Fry and his staff had already completed would have been impossible to duplicate. We could not haved compiled this resource without MDC's holdings, not to mention the extensive cooperation Fry et al. provided.

Our appreciation to many persons, professional and clerical, is gladly and publicly acknowledged. Numerous persons, besides those who justly are credited for producing this document, made significant contributions by extracting key terms from the competency definitions, collecting materials, annotating, typing and correcting. Of those, perhaps no group deserves our appreciation more than the four secretaries and typists we went through in the typing and retyping of it: Carolyn Schilling, Mary Hintzman, Alice Bayerl and Julie Larson, you deserve wherever it is that you have been able to get to.

Fredrick Menz
January 1984

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OVERVIEW OF THE RESOURCE MANUAL

This document is intended to be used by instructors and trainers in both preservice and short-term training. It is, hopefully, a resource they might use as they go about designing new offerings for work adjustment trainees and go about the task of redesigning current curricular offerings. We have attempted to bring together the most salient resources, from the original curriculum development efforts, sponsored by RSA, the research we conducted to identify competencies annotated bibliographic references keyed to those competencies, and a corresponding needs inventory for your use in describing your perception of the adjustment specialist role and function or for identifying priorities among your needs. The next chapter summarizes the research on competency identification and how training needs are prioritized nationally, geographically and along a number of relevant role and setting dimensions. The subsequent 19 sections are the real meat of the document. They contain annotated bibliographies for each competency. Section 20 contains a copy of an inventory developed from the research which might be used in need identification or for estimating priorities. Finally, a Key Terms Index provides a cross-reference for bibliographic citations among the competency sections.

There are two major organizers for the annotated bibliography: Competencies and Key Terms. Each competency has its own annotated bibliography. These are set out as individual Sections. (The order in which the competencies are presented is based on the priorities they were given in the original research.)

At the beginning of each Section, the specific competency is first named and defined. The Key Terms (arrived at from a content analysis of the competency definition) are then listed along with the page numbers in the section where annotated references can be found. This "mini-index" is provided for rapid overview and quick reerence to what is contained in the that section of the bibliography. A Key Terms Index is also provided at the back of the volume in which all Terms are cross-referenced. That Index can be used if your inquiry is for all references dealing with similar terms, topics or concepts.

Each reference is annotated according to a consistent format. The Key Term preceeds the annotation. Next, the Nature and Type of Content is coded as either Applied or Theoretical (based on its utility in practice) and either General or Specific (based upon how detailed it is for someone attempting to put into practice what is being proposed in the document). Audience and Format indicate whether the contents of the document are more suitable for the Trainer or the Trainee in a preservice or short-term training program for new or experienced adjustment specialists. Format indicates whether the document is a Journal Article, Book, Manual, Training Manual, or Text.

The complete reference for the document follows next. The format follows the conventions of the American Psychological for ease of reading, the Author, complete Title and Source (primary document) start on separate lines. If the document is also contained in the collection of the Materials Development Center's Information Retreival Service, at the University of Wisconsin-Stout, the MDC number immediately follows the documents primary Source (e.g., MDC-00000). The Comments portion of the annotation abstracts what the document, chapter, book or article deals with. No judgement of the quality of the idea, research or content is attempted in those comments. They are merely offered to provide you with some basis upon which to be selective of the sources you wish to pull together for instruction, training, curriculum development or research. As the large majority of references cited in these pages are part of the holdings of the Materials Development Center, many of the Comments are edited versions of abstracts MDC retains for its loanable documents. This obviously made our annotation task considerably simpler, if not possible to begin with.

One final note about the contents of the bibliography. You will find that we did not annotate two of the competencies: Vocational Evaluation Technologies and Vocational Evaluation as a Process. The Materials Development Center periodically issues annotated bibliographies covering the vocational evaluation literature and research. Those bibliographies are standard sources in the field for information on what is going on in vocational evaluation. Our attempt to come up with a selective set of those references would only duplicate an already excellent sets of resources.

WORK ADJUSTMENT COMPETENCY RESEARCH

As the provinces of Work Adjustment are confounded, diverse and controversial, there have resulted unclear role definitions and inadequate training resources for the professional development of Work Adjustment Specialists. The Work Adjustment Curriculum Development Project, a one year effort, conducted by the Research and Training Center, at the University of Wisconsin-Stout, with training funds from the Rehabilitation Services Administration (RSA), sought some resolution to these problems. That project's major goals were to arrive at a definition of the role and function of the Adjustment Specialist and further curriculum development for preservice and inservice training of these personnel (Coffey & Ellien, 1979). A subsequent research and development project conducted by the Center, with funds from the National Institute for Handicapped Research, complimented the earlier project by completing study of competence and training need initiated in the original training project and tied together those results (Ellien, Menz & Coffey, 1979)in the form of this resource document.

This chapter brings together the findings from the research with respect to competencies, role and function and priority of training needs. As much of the materials in the Coffey et al. and the Ellien et al. documents are relevant for many of you who would wish the resources contained in this document for further research, needs assessment or curriculum development, quite a bit of it comes from those two sources, in either summary form or as uncited extractions. By no means do we imply that we have adequately summarized or abstracted all of the useful materials contained in those two documents. For definitions arrived at, discussions of the curriculum development activities which took place under the original project or for discussions of the several alternative curriculum models posed, among other topics, the reader must consult those original sources.

Method

A national survey was conducted in early 1978 to obtain the opinions of administrators, practitioners, educators, and trainers as to the importance of each of 65 abilities, skills and knowledges if the entry level adjustment specialist is to function effectively and as to whether there was a need for training on each. Analyses of the responses on 1884 returned questionnaires provided the bases for defining key competencies needed by the adjustment specialist, for establishing parameters for their professional domain, for outlining the roles and functions of the entry level specialists, and for estimating extent of training needed in the field, respective each competency.

Questionnaire

The questionnaire was developed specifically for the national survey under the RSA sponsored Curriculum Development Project. Statements contained in it were distilled from the work adjustment literature (Baker & Mercer, 1973; Baker & Sawyer, 1973; Dunn, 1973; Pruitt, 1973a, 1973b; Tenth Institute on Rehabilitation Studies, 1972; Wainwright & Couch, 1978), from research literature in such closely related fields as vocational evaluation (Coffey, 1978; Sankousky, 1970; Vocational Evaluation and Work Adjustment Association, 1975) and the input of that project's steering committee (teachers and practitioners in adjustment and evaluation).

The final survey instrument consisted of two parts. In the first part respondents were asked for their opinions as to the "importance" of each of the 65 skills, abilities or knowledges for the "entry level work adjustment specialist," to function effectively. They rated the importance of each according to the following five point scale: 1 = Absolutely Essential; 2 = Is Probably Essential; 3 = Could Be Useful in Some Specific Circumstances; 4 = Is Probably Unessential; and 5 = Absolutely Unessential. They then rated need for training in each as area tapped by the statement: 1 = Need Training; 0 = No Training Needed. The second section in the questionnaire obtained information on the educational, professional, vocational backgrounds and the geographic locations of the respondents. These data were used to estimate the representativeness of the final sample.

Survey Technique

The survey instrument was distributed via direct mail to practitioners via mail and through the Vocational Evaluation Work Adjustment Association Newsletter. Two copies of the questionnaire were mailed to every facility approved by state vocational rehabilitation agencies for purchase of services. Executive directors at each facility were asked to complete one copy and encouraged to have their staff complete additional copies. Follow-up questionnaires were sent if questionnaires were not received within two weeks of the return date (January 27, 1978). The copy of the questionnaire included in the January, 1978 issue of the VEWAA Newsletter was introduced with a short statement by Richard Baker, then VEWAA President, explaining the purpose of the survey. Return data from the Newsletter questionnaire was February 15, 1978 and no follow-up was attempted. All return postage was prepaid by the Research and Training Center.

Of the 1926 returned questionnaires, 1884 were found usable, giving a 98% usable return rate. Eighty-six percent of the responses came from direct mail and 14% came from the Newsletter. Analyses of the geographic distribution of the respondents and their educational and vocational backgrounds indicated that the opinions of relevant personnel across the country had been sampled and that our findings should be fairly representative (Menz, and Ellien, 1979).

Data Analysis

Competencies of the adjustment specialist were identified using a Principal Components Factor Analysis of ratings of the importance of the 65 skills, abilities and knowledges contained in the questionnaire. The intercorrelation matrix of log-transformed ratings were submitted to factor analysis to extract the twenty most stable factors. The factor matrix was then rotated, using a Varimax procedure, to maximize uniqueness and stability of each factor. Of the twenty factors, nineteen were interpretable and accounted for 70.4% of the variance due to responses to the sixty-five statements.

The 19 competencies identified were definedhrough content analysis of the most highly weighted statement contained in its corresponding factor. They were subsequently rank-ordered on the basis of the percent of respondents reporting each factor as "essential" or "absolutely essential" if the adjustment specialist is to be adequately trained. The percents of respondents expressing a need for training under each competency were also calculated and the competencies, subsequently, rank-ordered on the basis of training need.

The reader should keep it clearly in mind that all 19 competencies (factors) were considered important by the majority of respondents to the survey. As you examine the percents of respondents reporting each factor as important, you will see this. The consensus of opinion as to the importance they see for the competencies ranges from 90% to 52%. This is also somewhat true for training needs. Their training needs range from 66% to 36%. Their ordering is, then, relative, not absolute in the sense that the lower ranked competencies or needs are unimportant.

Findings

Necessary Competencies

The respondents to the national survey tell us that it is necessary for the entry level adjustment specialist to be adequate in 19 competency areas (as represented by the factors) if they are to effectively fulfill their roles and functions in rehabilitation. The 19 necessary competencies for the adjustment specialist are named and defined below. The list is rank-ordered relative to the perceived importance the respondents assigned to each competency (factor). Following each definition, the percent of the respondents who considered the competency important (essential or absolutely essential), the order in which the competency was extracted (as a factor in the factor analysis) and the percent of response variance accounted for (by the factor corresponding to the competency) are also included.

Specific Marketable Skills and Work Habits. Relates primarily to teaching/training the client in both a specific skill and the behavioral habits required to obtain and work at a job which the specific skill would require. (90% Respondents, 16th of 20, 2.6% Variance)

Individualized Client Programming. Relates to the activities a specialist would undertake to collate relevant information about an individual client, to select appropriate methods for observing and monitoring a client, and to implement an appropriate adjustment program which includes both relevant persons and procedures. (88% Respondents, 5th of 20, 4.2% Variance)

Professional Communications/Paper Work. Relates to activities of translating the facility's role and case findings on a client to significant persons involved in the client's rehabilitation. (87% Respondents, 8th of 20, 3.8% Variance)

Behavior Modification/Change. Relates to an operational understanding of how to devise, implement, and monitor processes for changing or adjusting client behaviors. (82% Respondents, 14th of 20, 2.7% Variance)

Client Supervision. Relates to use of appropriate techniques for supervising clients while providing services to them. (81% Respondents, 19th of 20, 1.7% Variance)

General Client Programming. Relates to activities and technologies for developing and implementing a general adjustment service which optimizes referral and community resources (i.e., other services, other persons significant to the client) and adjustment technologies. (81% Respondents, 4th of 20, 4.7% Variance)

Rehabilitation as a Process. Relates to the theoretical foundations of adjustment, vocational and personal development, the impact of disability on rehabilitation, and the general state vocational rehabilitation program. (80% Respondents, 6th of 20, 3.9% Variance)

Vocational Information and Resources. Relates to having a background of information and resources regarding jobs and occupations. This background information is both general and specific to the community in which the program is offered. (77% Respondents, 7th of 20, 3.8% Variance)

Vocational Evaluation Technology. Relates to a fundamental knowledge of tools, techniques and instruments that are available and can be used for the diagnosis and evaluation of clients. (76% Respondents, 17th of 20, 2.1% Variance)

Principles of Human Behavior/Behavior Change. Relates to having adequate theoretical foundations in learning, personality, individual and group behavior, adjustment and disabilities, and the technologies for introducing new behaviors or changing old behaviors. (75% Respondents, 2nd of 20, 6.2% Variance)

Personal/Social Development. Relates to activities of counseling/instruction (including group and individual) which are directed at providing skills, or effective adjustment of skills in those social-personal areas needed for survival in the

non-vocational, as well as the vocational world of the client. (72% Respondents, 10th of 20, 3.7% Variance)

Disability/Target Group Characteristics. Relates to a general understanding of disabilities and minority/disadvantagement problems (sexual, social, personal, economic), differences and the implications these have for client vocational adjustment. (70% Respondents, 9th of 20, 3.7% Variance)

Vocational Evaluation as a Process. Relates to the tasks involved in selecting, administering, and interpreting the findings from tests, work samples, and other technologies used to evaluate the client. (69% Respondents, 3rd of 20, 5.3% Variance)

Employment Opportunities and Client Placement. Relates to developing job markets for clients and the wide range of pre and post placement activities needed to insure adequate client adjustment on the job once placement is accomplished. (66% Respondents, 15th of 20, 2.6% Variance)

Staff Supervision. Relates to maintenance of a professional work adjustment staff through use of appropriate supervision and in-service training.

(66% Respondents, 13th of 20, 2.7% Variance) Teaching/Training Technologies. Relates to activities for development and implementation of learning experiences (materials, teaching techniques, work, and academic settings) which are congruent with client abilities so that client academic/educational skills are brought up to a minimal level. These activities include the selection, modification and/or development of materials and identification of experiences which can be most effectively used to teach skills and habits. (62% Respondents, 12th of 20, 2.9% Variance)

General/Basic Employment Acquisition Skills. Relates to activities (teaching/training) directed at developing a minimal level of competence in the client with respect to general (task specific and social) work behaviors, basic educational skills, and job seeking skills. (60% Respondents, 11th of 20, 3.0% Variance)

Job Analysis and Development/Modification. Relates to development (or modification) of work tasks and work samples to be used in the evaluation of clients based upon analyses of the components of a particular job. (59% Respondents, 18th of 20, 2.0% Variance)

Production/Industrial Operations. Relates to skills or competencies which are needed to maintain a continuous production line. More generally, it relates to skills needed for maintenance of a work context under which the adjustment program is delivered to the client. (52% Respondents, 1st of 20, 8.7% Variance)

Professional Domain in Rehabilitation

As the definitions of the competency factors are reviewed, functions and roles emerge as two dimensions across which all nineteen competencies are classified. This classification suggests a perspective of the adjustment specialist's professional domain. In the cross-classification displayed on Table 1, each competency applies to only one role and only four of the competencies apply to more than one function.

Functions, in this classification, relates to the way in which the specialist demonstrates competence, regardless of the setting in which he or she is working. Three functions emerged from content analysis of the competencies: Implementation and Delivery; Planning and Development; and Background Knowledge. Roles, on the other hand, stress the contexts in which the adjustment specialist is likely to perform, carryout or demonstrate professional competence. These roles are identical to the formal service components one might expect to find in a traditional comprehensive adjustment program. The four roles identified for the adjustment specialist's professional domain includes peripheral roles in Administration and Management, in Evaluation, and in Placement in support of their key role in Adjustment.

As expected, most of the competencies fall under the Adjustment role, affirming their role here as the unique and central area of responsibility for the adjustment specialist in the rehabilitation profession. The Implementation and Delivery, Planning and Development and Background Knowledge functions which cross this, along with a complementing role in Administration, help clarify the complex and interrelated skills, abilities and knowledges which this specialist needs in order to be an effective, primary, change agent in client rehabilitation. The expectation that he/she must have the breadth of skills, abilities and knowledges shown on Table 1, in both the focal role and traditional supportive roles offers a perspective responsibility and reconfirms it as, in working with clients, between evaluation and placement.

In Implementation and Delivery, competence is expected in the direct application of existing rehabilitation technologies to those areas of client behavior (work habits, vocational, personal and social skills) around which services are usually developed. Competence in the use of existing teaching, training, counseling, and behavior modification techniques to change (either by introducing or altering or extinguishing) specific behaviors of clients is needed by the specialist to effectively perform this functional aspect of his or her role. To have a coordinated, continuous and dynamic adjustive services which accounts for the equally dynamic changes which occur throughout rehabilitation (whether these changes be changes in target populations, funding for support personnel and other resources) also prompts the expectation that this specialist will possess consonant skills for managing clients, staff and service resources.

While direct application is the ultimate objective in this service role, the specialist is also expected to possess the necessary skills to utilize the vast array of knowledge available in the literature of rehabilitation related disciplines and from that, identify treatment strategies which may enhance their service delivery. Particular competencies are required which equip the

Table 1. Roles and Functions of the Adjustment Specialist

FUNCTIONS	ROLES			
	ADMINISTRATION	ADJUSTMENT	EVALUATION	PLACEMENT
IMPLEMENTATION AND DELIVERY	Client Supervision* Production/Industrial Operations Staff Supervision Professional Communications/ Paper Work*	Individualized Client Programming* General Client Programming* Behavior Modification/ Change* Specific Marketable Skills and Work Habits* General/Basic Employment Acquisition Skills Personal-Social Development	Vocational Evaluation as a Process	Employment Opportunities and Client Placement
PLANNING AND DEVELOPMENT		Individualized Client Programming* General Client Programming* Teaching/Training Technologies	Job Analysis and Development/Modification	Employment Opportunities and Client Placement
BACKGROUND KNOWLEDGE		Principles of Human Behavior/ Behavior Change Teaching/Training Technologies Disability/Target Group Characteristics Rehabilitation as a Process	Vocational Evaluation Technologies	Vocational Information and Resources

*Competencies ranked highest in importance by survey respondents
**From Ellien, Menz & Coffey, 1979.
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adjustment specialist to subsequently translate this array of information for use in rehabilitation, to design methods which anticipate and provide for the progression of an individual client's treatment and to design methods which anticipate resources required to meet the rehabilitation needs of a present or prospective client population. The range of background knowledge the respondents to the questionnaire identified (under Background Knowledge on Table 1) suggests the fundamental core areas in which the specialist is expected to be prepared and the base upon which he or she will continuously draw in planning and developing individual plans and total programs which are effective in treating the behaviors of client populations.

The cross-classification of competencies, then, suggested to us a fairly unique position for the adjustment specialist as a primary change agent within the rehabilitation profession. This unique position has both a distinctive focal point and several points at which this specialist's roles and functions seem to overlap those of other rehabilitation professionals. The focal point or core of this specialist's domain is in planning, developing, delivering, and managing adjustive services to clients with vocational, social, and personal skill deficits. In this focal role, technical excellence and an understanding of a wide variety of techniques of change are necessary to be able to affect the broad range of problems exhibited by present and prospective clients. Because this role is not performed in isolation from the entire rehabilitative process, overlap necessarily is found with those specialties most closely related to this type of service. This specialist is expected to have some specific usable knowledges and skills in evaluation, in placement and in administration and management in order to relate and communicate his service within the continuum of services provided in rehabilitation.

Entry Level Specialist's Role and Function

The role and function of the entry level adjustment specialist was suggested through an analysis of the content of competencies rated essential by the largest proportion of the respondents and the position of each of these competencies in the adjustment specialist's professional domain. There are seven competencies and these relate primarily to an Implementation and Delivery function under the specialist's role in Adjustment:

Individualized Client Programming
General Client Programming
Behavior Modification and Change
Client Supervision
Professional Communications/Paper Work
Rehabilitation as a Process

Collectively, the seven competencies characterize entry level adjustment specialist is a technologist responsible for implementing and monitoring specific adjustment plans with individuals or groups of clients. To fulfill these service delivery responsibilities, the adjustment specialist, at the entry level, must have or acquire technical competence in specific skill and ability areas. This technical specialist must be able to follow and interpret a prescribed plan developed to effect changes in the marketable skills and

work habits of clients; must be able to apply prescribed teaching, training, behavior modification, and other change techniques to that end; must be able to supervise and monitor changes in the client during implementation of the plan; and must have a sufficient understanding of the rehabilitation process to effectively identify, document, and communicate probable modifications needed in the adjustment plans for one or more of the clients being supervised. In effect, as a technologist, this adjustment specialist and entry level professional must possess high level skills and abilities in direct service delivery and work in tandem with a more highly skilled or experienced adjustment specialist, or coordinator, responsible for the overall planning and management of the clients' adjustment programs.

Training Needs

Estimates of needs for training were based upon the average percent of respondents reporting a need for training across the primary statements included under each competency (statements with the highest weights for each of the 19 factors). Priority among training need was then based upon the rank-ordering of the 19 competencies. Besides looking for priorities nationally among the competencies, our analyses also looked into differences in needs among the respondents geographically, by type of education, by type of professional role, by source of training in adjustment, by employment setting, by size of facility and by facility accreditation.

Priorities Nationally. For the following five competencies, more than 59% of the respondents reported a need for training. This collection of factors the Adjustment role and relate to their perceptions that they are not as well trained as they would prefer in delivering a therapeutic adjustment program to their clients:

Behavior Modification/Change	66%
Individualized Client Programming	61%
Rehabilitation as a Process	59%
Disability/Target Group Characteristics	59%
Principles of Human Behavior/Behavior Change	59%

The next four priority needs were ones which at least 51% of the respondents reported a need for training. These focus on how adequately they feel their background in particular areas which either help to define or support their efforts in delivering adjustment services. The following needs relate to the background in evaluation which they need to structure the entire situation and make use of the skills of other staff to monitor and effect changes in personal-social behaviors of clients in the work setting:

Vocational Evaluation Technology	56%
Job Analysis and Development/Modification	54%
Personal/Social Development	52%
Staff Supervision	51%

The next seven competencies were rated as important by more than 45% of the respondents. These factors focus on a complex of skills which the adjustment specialist needs in order to coordinate client programming, effectively use diagnostic or evaluation information in devising an integrated

adjustment program, and work toward individual client goals in community or competitive placement:

Vocational Information and Resources	50%
Employment Opportunities and Client Placement	49%
General Client Programming	49%
Client Supervision	49%
Vocational Evaluation as a Process	47%
Teaching/Training Technologies	47%
General/Basic Employment Acquisition Skills	46%

The three competencies where respondents indicated they were in least need of training were those which relate to their skills in managing and coordinating clients' training in work skills and work habits in industrial or situational contexts:

Specific Marketable Skills	43%
Production/Industrial Operations	39%
Professional Communications/Paper Work	36%

Geographic Differences. The degree to which there were more or less intense needs reported by respondents in seven geographic regions was examined: Northeast (Federal Regions I and II) Middle Atlantic (Region III), Southeast (Region IV), Great Lakes (Region V), Great Plains (Regions VII and VIII), Southwest (Region VI), Pacific (Regions IX and X). This regional classification is that set up by the Vocational Evaluation and Work Adjustment Association and generally corresponds to the 10 Federal Regions used by RSA to administer the federal-state rehabilitation program, as noted in parentheses. Differences in intensity of needs among the regions was both based upon the average percents of respondents in each region reporting a need for training on each competency, as well as the respondents level of need across all 19 competencies. The rank-ordering among the regions in terms of the intensity of their needs is as following:

Southwest (Arkansas, Louisiana, New Mexico, Oklahoma, Texas)	57%
Middle Atlantic (District of Columbia, Delaware, Maryland, Pennsylvania, Virginia, West Virginia)	53%
Southeast (Alabama, Florida, Georgia, Kentucky, Mississippi, Tennessee, North Carolina, South Carolina)	53%
Pacific (Alaska, Arizona, California, Hawaii, Idaho, Nevada, Oregon, Washington, Territories)	50%
Great Plains (Colorado, Iowa, Kansas, Missouri, Montana, Nebraska, North Dakota, South Dakota, Utah, Wyoming)	49%
Great Lakes (Illinois, Indiana, Minnesota, Ohio, Michigan, Wisconsin)	49%
Northeast (Connecticut, Massachusetts, Maine, New Hampshire, New Jersey, New York, Rhode Island, Vermont, Puerto Rico, Virgin Islands)	48%

Educational Preparation. Level of need on each of the 19 competencies was computed between respondents who were degreed and those who did not have a degree. Consistently across all 19 competencies, nondegreed personnel perceived greater needs for training than did those with degrees (whether their degrees were in rehabilitation or in another discipline). The competencies on which the nondegreed personnel perceived themselves to be least adequately trained are the following (percents of need for nondegreed respondents preceeds degreed):

Behavior Modification/Change	78%	65%
Principles of Human Behavior/Behavior Change	73%	58%
Rehabilitation as a Process	72%	58%
Individualized Client Programming	69%	61%
Vocational Evaluation Technologies	69%	55%
Disability/Target Group Characteristics	67%	59%
Personal/Social Development	66%	50%
Vocational Evaluation as a Process	60%	46%
Job Analysis and Development/Modification	60%	53%

Professional Roles. Administrative and practicing personnel working in rehabilitation facilities were found to be in general agreement as to the need their staff or they had in almost all of the competency areas. The only real differences were with respect to the following five, on which administrators perceived a greater need than did their practicing staff (administrative percents preceed practition percents):

Individualized Client Programming	66%	58%
Vocational Evaluation Technologies	59%	54%
Client Supervision	51%	44%
Specific Marketable Skills and Work Habits	48%	39%
Professional Communications/Paper Work	39%	32%

Source of Training in Adjustment. Differences in intensity of training needs were examined among respondents who reported their primary source of training was informal (books, self-taught), through local inservice training (consultants, internally developed programs), through short-term training programs (RTC, RCEP, University), through university degree programs in rehabilitation, or through other university non-rehabilitation degree programs. In general, there were only slight differences in intensity of need for training reported among the groups and between the competencies. The exceptions were that college trained personnel (regardless of degree) reported the least intense need for training, while those who had received their training through local inservices or had developed their skills informally perceived themselves as having more intense needs for training.

Employment Setting. Whether or not the respondents were employed in a facility setting did not make much difference in level of need or distribution of needs across the 19 competencies. The only important difference among facility and nonfacility employed respondents was that facility personnel perceived themselves as having more need for training in Individualized Client Programming (62%) than did those not so employed (57%).

Different Size Facilities. Generally there were only small differences in intensity of training need among facilities of different size. Slightly greater needs for training are found in the small facility (30 or less clients per day) than for either the middle sized (31 to 69 clients per day) or the very large facility (100 plus clients per day). Lowest need is found for the medium-large facility (70 to 100 clients per day). On only one competency was there a significant variation in need among the four sizes of facilities: Employment Opportunities and Client Placement (54% for small, 50% for medium, 46% for medium-large, 45% for large).

Accreditation. Lack of differences in need levels was also pretty much so for personnel in facilities which did and did not hold accreditation, for at least one of their programs, from the Commission on Accreditation of Rehabilitation Facilities. While there were neglibly higher levels of need for nonCARF facilities, these differences between respondents' needs on the two types of facilities amounted to six percent only on on the Vocational Evaluation Technologies (59% for non-CARF and 53% CARF) and on the Employment Opportunities and Client Placement (52% and 44%) competencies.

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Wainwright, C. & Couch, R. Work Adjustment: Potential and Practice, Journal of Rehabilitation. 1978, 44(1), 39-42.

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Bibliography

COMPETENCY 1:

Specific Marketable Skills and Work Habits

DEFINITION:

Relates primarily to teaching/training the client in both a specific skill and the behavioral habits required to obtain and work at a job which the specific skill would require.

KEY TERMS:

Behavioral Work Habits.....		1-2
Curriculum.....		1-2
Occupational Development.....		1-2
Prevocational Training.....	1-2 -	1-3
Skill Training.....	1-3 -	1-7
Specific Job Skill.....		1-7
Vocational Skill Development.....	1-7 -	1-11
Vocational Training.....	1-11 -	1-12

KEY TERM: Behavioral Work Habits

NATURE AND TYPE OF CONTENT: Applied, Specific
AUDIENCE AND FORMAT: Trainee Journal Article
AUTHOR: Foreyt, J. & Stockton, M.
TITLE: The hospital hires its own: Outpatients as employees.
SOURCE: Vocational Evaluation and Work Adjustment Bulletin, 1974, 7(3), 31-34. (MDC-01136)
COMMENTS: The purpose of the paper is to report the work adjustment of 12 ex-mental patients by comparing their job performance with that of a control group of 12 non-patient employees. Discusses employment turnover and problems in regard to the matching of the client with an appropriate job.

KEY TERM: Curriculum

NATURE AND TYPE OF CONTENT: Applied, Primary
AUDIENCE AND FORMAT: Trainee, Manual
AUTHOR: Parker, B. & Buchkoski, D.
TITLE: Vocational exploration curriculum.
SOURCE: St. Paul, Minnesota: St. Paul Technical Vocational Institute, Program for Deaf Students, 1978. (MDC-01911)
COMMENTS: Describes the vocational exploration and evaluation laboratory which provides hearing impaired students with the opportunity to obtain information about vocational and technical training areas offered at the St. Paul Technical Vocational Institute and other area vocational technical institutes in the Minneapolis/St. Paul area. Description of the following exploration/evaluation areas is included: business and office occupations, transportation and mechanical occupations, technical and manufacturing occupations, and personal service occupations.

KEY TERM: Occupational Development

NATURE AND TYPE OF CONTENT: Applied, Specific
AUDIENCE AND FORMAT: Trainee, Trainer Text
AUTHOR: Michigan Department of Education.
TITLE: Agriculture/Natural Resources cluster guide.
SOURCE: Mt. Pleasant, Michigan: Vocational Education/Special Education Project, Central MI University.
COMMENTS: This teacher's guide focuses upon the occupational preparation of persons with special education needs. Lists jobs in the agricultural/natural resources clusters and breaks them down into a task analysis of each job. In addition, instructional methods and materials to use are listed. Instructional task modules are presented for subclusters.

KEY TERM: Prevocational Training

NATURE AND TYPE OF CONTENT: Applied, Specific
AUDIENCE AND FORMAT: Trainee, Trainer Text
AUTHOR: West Virginia Board of Vocational Education
TITLE: Out of the shadows: A program of evaluation and prevocational training for mentally retarded young adult females.
SOURCE: Charleston: West Virginia State Board of Vocational Education, Division of Vocational Rehabilitation, 1975. (MDC-00202)
COMMENTS: Description of an evaluation and adjustment program for mentally retarded young adult females. Program was structured around a domestic workshop which included dormitory quarters, a model kitchen, dining room, laundry and classroom to provide activities related to domestic and home- making employment. Complete curriculum guide for evaluation and prevocational conditioning course included.

KEY TERM: Skill Training

NATURE AND TYPE OF CONTENT: Applied, Specific
AUDIENCE AND FORMAT: Trainer, Trainee Text
AUTHOR: Smith, R., Swack, S. & Uslan, S.
TITLE: Job/behavioral analysis manual.
SOURCE: Los Angeles: Mentec Corporation, 1972. (MDC-00748)
COMMENTS: A manual designed to aid supervisors in job training, particularly with the hardcore disadvantaged. Emphasis is upon job analysis as a means of matching trainee to the proper job, and job restructuring as a method by which low level, limited opportunity jobs can be restructured to provide additional responsibility and allow for further advancement.

KEY TERM: Skill Training

NATURE AND TYPE OF CONTENT: Applied, Specific
AUDIENCE AND FORMAT: Trainee, Trainer Journal Article
AUTHOR: McPhail, J. & Harris, A.
TITLE: Business community assistance in evaluation and training: An example.
SOURCE: Vocational Evaluation and Work Adjustment Bulletin, 1977, 10(1), 40-43 (MDC-01629)
COMMENTS: Describes an on-the-job evaluation and training program in which clients are placed in motel operations following an initial evaluation in the sheltered workshop. Importance of close follow-along and follow-up is stressed.

KEY TERM: Skill Training

NATURE AND TYPE OF CONTENT: Applied, Specific
AUDIENCE AND FORMAT: Trainer, Trainee Text
AUTHOR: Dr. Gertrude A. Berber Center, Inc.
TITLE: Sheltered employment work experience program.

SOURCE: Erie, Pennsylvania: Dr. Gertrude A. Barber Center, Inc., 1975. (MDC-01765)
COMMENTS: The Sheltered Employment Work Experience Program is designed to assess and program the development of vocational capabilities of mentally retarded teenagers and adults. Competency training programs for ten major vocational areas are included: factory work training, carpentry, print shop, laundry, building maintenance, general and outdoor maintenance, transportation aide, food service and housekeeping. A specially designed chart and scale are utilized to record progress toward competencies.

KEY TERM: Skill Training

NATURE AND TYPE OF CONTENT: Applied, Specific
AUDIENCE AND FORMAT: Trainer, Trainee Journal Article
AUTHOR: Levy, S.
TITLE: The development of work skill training procedures for the assembly of printed circuit board by the severely disabled.
SOURCE: AAESPH Review, 1975, 1(1), 1-10. (MDC-01352)
COMMENTS: A description of the work skill training procedures used at the Children's Research Center of the University of Illinois. The training is designed to teach complex assembly tasks (printed circuit boards) to severely handicapped individuals (primarily mentally retarded).

KEY TERM: Skill Training

NATURE AND TYPE OF CONTENT: Applied, Specific
AUDIENCE AND FORMAT: Trainee, Trainer Text
AUTHOR: C.O.O.R. Intermediate School District.
TITLE: R.O.O.C. Workshop: A description of programs and services.
SOURCE: Roscommon, Michigan: C.O.O.R. Intermediate School District. (MDC-01563)
COMMENTS: Provides a description of a work activities center and sheltered workshop serving a four county area in Michigan. A primary purpose is to provide evaluation, job training and other therapeutic work experiences for physically and mentally handicapped students referred from local school districts. Included are conditions, performance standards, and criteria for skill training in the following areas: factory production, data processing, custodial, general merchandising, secretarial, and bus driving.

KEY TERM: Skill Training

NATURE AND TYPE OF CONTENT: Applied, Specific
AUDIENCE AND FORMAT: Trainer, Trainee Text
AUTHOR: Gold, M. W.

TITLE: The acquisition of a complex assembly task by retarded adolescents.
SOURCE: Urbana-Champaign, Illinois: University of Illinois, Children's Research Center, 1969. (MDC-01680)
COMMENTS: A study conducted with 64 moderately and severely retarded individuals in sheltered workshops who assembled a 15-piece and a 24-piece bicycle brake utilizing discriminant learning. One group received the form only while the second group was provided a color-coded form. Results are plotted in various graph forms.

KEY TERM: Skill Training

NATURE AND TYPE OF CONTENT: Applied, General
AUDIENCE AND FORMAT: Trainee, Training Manual
AUTHOR: Gonwa, J. & Straub, W.
TITLE: Program Manual: "The Ranch."
SOURCE: Menomonee Falls, Wisconsin: The David Hellman Foundation, Inc., 1973. (MDC-01332)
COMMENTS: A manual of the programs and services available from "The Ranch", a rehabilitation facility in Menomonee Falls, Wisconsin. Included are evaluation guidelines, personal and social training, personal hygiene - washing and bathing, dental care, toilet habits, clothing use and care, eating habits, use of math, time and money concepts, and transportation. Training sections include carpentry and woodworking, painting, masonry, plumbing, electrician's tools, power tools, grounds maintenance, agriculture, small engine, and clerical.

KEY TERM: Skill Training

NATURE AND TYPE OF CONTENT: Applied, General
AUDIENCE AND FORMAT: Trainee, Trainer Text
AUTHOR: Springfield Goodwill Industries, Inc.
TITLE: Establishment of a vocational evaluation-work adjustment unit, final report.
SOURCE: Springfield, Massachusetts: Author, 1967. (MDC-00241)
COMMENTS: Report of project to design evaluation procedures for the severely disabled, mentally retarded and emotionally disturbed to enable personnel to plan and initiate work evaluation and work adjustment programs. Included is description of the project, and of work samples utilized (sorting, sewing, measuring, packaging and assembly). Also description of training in repair of shoes, small/large electrical appliances, furniture, television, switchboard operator, sewing machine, laundry work, upholstery, spray painting. Outcomes and implications are discussed in reference to clients served and value of established procedures.

KEY TERM: Skill Training

NATURE AND TYPE OF CONTENT: Applied, Specific
AUDIENCE AND FORMAT: Trainee, Trainer Journal Article
AUTHOR: Robertson, J. et al.
TITLE: Woodworking skill acquisition. A multiple baseline demonstration of program effectiveness.
SOURCE: Vocational Evaluation and Work Adjustment Bulletin, 13(4), 1980.
COMMENTS: Three profoundly retarded adolescents acquired several woodworking skills in a program utilizing task analysis, prompting, social praise, and token reinforcement. Each woodworking skill was introduced individually into each client's program. As a result of multiple baseline analysis, program gains were evidenced for all clients on those skills included in the program contingencies. Acquisition of these skills provided each person with a repertoire of woodworking behaviors, enabling them to participate in future workshop programs and/or arts and crafts activities.

KEY TERM: Skill Training

NATURE AND TYPE OF CONTENT: Applied, Specific
AUDIENCE AND FORMAT: Trainee, Training Manual
AUTHOR: Robert J. Brady Co.
TITLE: Student manual, Being a food service worker.
SOURCE: Washington, D.C.: Hospital Research and Educational Trust, Robert J. Brady Co., 1967.
COMMENTS: This is one of a series of on-the-job training publications. The course is divided into classroom and on-the-job training, designed to serve as a guide in the development of a competent Food Service Worker. There is an instructor's manual that can be used in conjunction with this. Contents of the student manual are divided into chapters. The student manual is profusely illustrated and written in the simplest language possible to provide uncomplicated but comprehensive coverage of basic tasks and desirable behaviors for the job.

KEY TERM: Skill Training

NATURE AND TYPE OF CONTENT: Applied, Specific
AUDIENCE AND FORMAT: Trainee Training Manual
AUTHOR: Miller, S. & Smith, D.
TITLE: Beginning woodworking:Use of basic hand tools and shop safety developmentally disabled adults.
SOURCE: Denver, Colorado: The College for Living, Metropolitan State College.
COMMENTS: It is a course of study in Beginning Woodworking. It is intended to help students develop safe working practices, skills necessary for woodworking, a knowledge of leisure time activities in woodworking, and an awareness of job opportunities in woodworking. It is also structured to develop

confidence and pride in the students and to improve socialization skills by having the students helping each other.

KEY TERM: Specific Job Skill

NATURE AND TYPE OF CONTENT: Applied, Specific
AUDIENCE AND FORMAT: Trainee, Trainer Text
AUTHOR: Shriver, E., Hayes, J. & Hufhand, W.
TITLE: Evaluating maintenance performance test administrator's manual and test subjects instructions...maintenance.
SOURCE: URS/Matrix Research Company, 1975. (MDC-01347)
COMMENTS: Purpose of the document is to furnish a complete copy of the test subjects instructions and the test administrator's handbook for a battery of criterion referenced job task performance tests for electronic maintenance.

KEY TERM: Specific Job Skill

NATURE AND TYPE OF CONTENT: Applied, Specific
AUDIENCE AND FORMAT: Trainer, Trainee Text
AUTHOR: Peterson, R. & Jones, E.
TITLE: Guide to jobs for the mentally retarded, revised edition.
SOURCE: Pittsburgh: American Institute for Research, 1964. (MDC-00175)
COMMENTS: A manual containing a listing of jobs which may be performed by the mentally retarded. Each job profiled by a general description, possible Dictionary of Occupational Titles (D.O.T.) reference, specific job activities, necessary personal characteristics, and training suggestions. Also contains a section on client selection and evaluation methods for specific jobs including use of job samples, psychometrics, and situational evaluation.

KEY TERM: Vocational Skill Development

NATURE AND TYPE OF CONTENT: Applied, Specific
AUDIENCE AND FORMAT: Trainee, Trainer Training Manual
AUTHOR: Michigan Department of Education.
TITLE: Automotive and power services cluster guide.
SOURCE: Mt. Pleasant, Michigan: Vocational Education and Career Development Service, Special Needs Program, Central MI University, 1973.
COMMENTS: This manual (teacher's guide) focuses upon the occupational preparation of persons with special needs. The manual uses D.O.T. occupational descriptions for entry-level occupations which are generally available across the land. A task analysis on cluster commonality and sub-cluster commonalities are presented. Task modules are presented on each task within each cluster. Major sub-clusters under consideration are: a) auto mechanics, b) auto body repair, c) small engine repair, d)

appliance repair, and e) air conditioning. Behavior tasks and instructional methods are presented.

KEY TERM: Vocational Skill Development

NATURE AND TYPE OF CONTENT: Applied, Specific
AUDIENCE AND FORMAT: Trainee, Trainer Training Manual
AUTHOR: Michigan Department of Education.
TITLE: Construction cluster guide.
SOURCE: Mt. Pleasant, Michigan: Vocational Education/Special Education Project, Central MI University, 1973.
COMMENTS: This manual (teacher's guide) focuses upon the occupational preparation of persons with special needs. The manual uses D.O.T. occupational descriptions for entry-level occupations generally available nationwide. Task analysis of cluster commonality and subcluster commonalities is presented. Task modules are presented on each task within each cluster. Major subclusters under consideration are: a) residential construction and b) building maintenance/ service. Behavior tasks and instructional methods are presented.

KEY TERM: Vocational Skill Development

NATURE AND TYPE OF CONTENT: Applied, Specific
AUDIENCE AND FORMAT: Trainee, Trainer Training Manual
AUTHOR: Michigan Department of Education.
TITLE: Office and business occupations cluster guide.
SOURCE: Mt. Pleasant, Michigan: Vocational Education and Career Development Service - Special Needs Program, Central MI University, 1973.
COMMENTS: This manual (teacher's guide) focuses upon the occupational preparation of persons with special needs. The manual uses D.O.T. occupational descriptions for entry-level occupations which are generally available across the land. A task analysis on cluster commonality and subcluster commonalities is presented. Task modules are presented on each task within each cluster. Major subclusters under consideration are: a) general office clerks and b) office machine operators. Behavior tasks and instructional methods are presented.

KEY TERM: Vocational Skill Development

NATURE AND TYPE OF CONTENT: Applied, Specific
AUDIENCE AND FORMAT: Trainee, Trainer Training Manual
AUTHOR: Michigan Department of Education.
TITLE: Health occupations cluster guide.
SOURCE: Mt. Pleasant, Michigan: Michigan DOE, Vocational Education and Career Development Service-Special Needs Project, Central MI University, 1973.

COMMENTS: This manual (teacher's guide) focuses upon the occupational preparation of persons with special needs. The manual utilizes D.O.T. occupational descriptions for entry-level occupations which are generally available across the land. A task analysis on cluster commonality and subcluster commonalities is presented. Task modules are presented on each task within each cluster. Major subclusters under consideration are: a) child care, b) health care, and c) hospital housekeeping. Behavior tasks and instructional methods are presented.

KEY TERM: Vocational Skill Development

NATURE AND TYPE OF CONTENT: Applied, Specific
AUDIENCE AND FORMAT: Trainee, Trainer Training Manual
AUTHOR: Michigan Department of Education.
TITLE: Manufacturing cluster guide.
SOURCE: Mt. Pleasant, Michigan: Vocational Education/Special Education Project, Central MI University, 1973.
COMMENTS: This manual (teacher's guide) focuses upon the occupational preparation of persons with special needs. The manual utilizes D.O.T. occupational descriptions for entry-level occupations which are generally available across the land. A task analysis on cluster commonality and subcluster commonalities are presented on each task within each cluster. Major subclusters under consideration are: a) combination welding, b) machine-tool processes, and c) soft material processes. Behavior tasks and instructional methods are presented.

KEY TERM: Vocational Skill Development

NATURE AND TYPE OF CONTENT: Applied, Specific
AUDIENCE AND FORMAT: Trainee, Trainer Training Manual
AUTHOR: Michigan Department of Education.
TITLE: Clothing and textile services cluster guide.
SOURCE: Mt. Pleasant, Michigan: Vocational Education/Special Education Project, Central MI University, 1973.
COMMENTS: This manual (teacher's guide) focuses upon the occupational preparation of persons with special needs. The manual uses D.O.T. occupational descriptions for entry-level occupations which are generally available across the land. A task analysis on cluster commonality and subcluster commonalities is presented. Task modules are presented on each task within each cluster. Major subclusters under consideration are: a) clothing service, b) clothing construction, c) home furnishings and d) upholstery. Behavior tasks and instructional methods are presented.

KEY TERM: Vocational Skill Development

NATURE AND TYPE OF CONTENT: Applied, Specific

AUDIENCE AND FORMAT: Trainee Training Manual
AUTHOR: Texas Technical University.
TITLE: Vocational education for the handicapped - Food service guide.
SOURCE: Lubbock, Texas: Home Economics Instructional Materials Center, Texas Technical University, 1980.
COMMENTS: The purpose of the program is to provide students with: a) vocational education preparing them for gainful employment in jobs requiring entry-level knowledge and skills; b) vocational curriculum that departs from traditional content and methods of teaching at a level where students can succeed. These concepts are included: sanitation, safety, food storage, small and large equipment, food production, quantity cookery, customer service. This guide is designed for use in teaching the food service phase of a general home and community service program or teaching a food service program.

KEY TERM: Vocational Skill Development

NATURE AND TYPE OF CONTENT: Applied, Specific
AUDIENCE AND FORMAT: Trainee, Trainer Training Manual
AUTHOR: Michigan Department of Education.
TITLE: Distribution cluster guide.
SOURCE: Mt. Pleasant, Michigan: Vocational Education/Special Education Project, Central MI University, 1973.
COMMENTS: Manual (teacher's guide) focuses upon occupational preparation of persons with special needs. Manual uses DOT occupational descriptions for entry-level occupations generally available nationwide. Task analyses on cluster and subcluster commonalities is presented. Task modules are presented on each task within each cluster. Major subclusters considered are: 1) material handling, and 2) retailing. Behavior tasks and instructional methods are presented.

KEY TERM: Vocational Skill Development

NATURE AND TYPE OF CONTENT: Applied, Specific
AUDIENCE AND FORMAT: Trainee, Trainer Training Manual
AUTHOR: Michigan Department of Education.
TITLE: Food preparation and service cluster guide.
SOURCE: Mt. Pleasant, Michigan: Vocational Education/Special Education Project, Central MI University, 1973.
COMMENTS: This manual (teacher's guide) focuses upon the occupational preparation of persons with special needs. The manual uses D.O.T. occupational descriptions for entry-level occupations which are generally available across the land. A task analysis on cluster commonality and subcluster commonalities is presented. Task modules are presented on each task within each cluster. Major tasks under consideration are: a) baking and pastry, b) food preparation, and c) food service.

KEY TERM: Vocational Skill Development

NATURE AND TYPE OF CONTENT: Applied, Specific
AUDIENCE AND FORMAT: Trainee, Trainer Training Manual
AUTHOR: University of Kentucky Department of Education.
TITLE: Training program for food service occupations.
SOURCE: Kentucky: University of Kentucky, Instructional Materials Laboratory, Home Ec Occupational Training Program, 1969.
COMMENTS: This is a guide to prepare people for a cluster of occupations in the food service field. Six specific occupations are included, namely: kitchen helper, wait person, dietary aide, host/hostess, lunch-counter wait person and salad- maker. This guide consists of suggested experiences for class instruction, school laboratory practice and field laboratory practice to prepare people for entry into these occupations.

KEY TERM: Vocational Skill Development

NATURE AND TYPE OF CONTENT: Applied, Specific
AUDIENCE AND FORMAT: Trainee Training Manual
AUTHOR: Robert J. Brady Company.
TITLE: Instructor's Guide - Training the food service worker.
SOURCE: Washington, D.C.: Author, Hospital Research and Educational Trust, 1967.
COMMENTS: This manual can correspond with the student manual. This manual is divided into lessons. The content of the lesson includes class discussion, suggestions, activities guides, suggested class questions, and suggested extra activities. It is geared toward training someone in hospital food service, but could be applied to other areas.

KEY TERM: Vocational Training

NATURE AND TYPE OF CONTENT: Applied, General
AUDIENCE AND FORMAT: Trainer, Trainee Journal Article
AUTHOR: Becker, R. L.
TITLE: Job training placement for retarded youth: A survey.
SOURCE: Mental Retardation, vol. 14(3), 1976. (MDC-00189)
COMMENTS: Forty work-study coordinators from 35 school districts in 12 states and District of Columbia completed a questionnaire reporting on 1,438 retarded youth enrolled in a work-study program for the school period 1972-74. Trainees were assigned to 185 different jobs distributed among 14 major industries and a miscellaneous classification. The survey identified the types of jobs educable mentally retarded youth were assigned for on-the-job training and described the kinds of problems work-study coordinators and teacher coordinators were currently experiences in job placement.

KEY TERM: Vocational Training

NATURE AND TYPE OF CONTENT: Applied, Specific
AUDIENCE AND FORMAT: Trainer, Trainee Journal Article
AUTHOR: Watson, Margaret
TITLE: Micrographics: Vocational training and placement.
SOURCE: Rehabilitation Counseling Bulletin, 18(4), 1975. (MDC-00005)
COMMENTS: The Vocational Unit of the Texas Institute for Rehabilitation and Research has a micrographics training program for the severely impaired. The training component consists of two subgoals; a) to develop competent microfilm operators for the community and b) to teach an employable skill to publicly supported individuals so that they might become self-supporting. Discusses the type of client who would be most successful, and the future implications of the program are reviewed.

KEY TERM: Vocational Training

NATURE AND TYPE OF CONTENT: Applied, Specific
AUDIENCE AND FORMAT: Trainee, Trainer Journal Article
AUTHOR: Hansen, Carl E.
TITLE: The work crew approach to job placement for the severely retarded.
SOURCE: Journal of Rehabilitation, 35,(3), 1969. (MDC-00037)
COMMENTS: Offers the work crew approach as a viable employment activity for this population. Details are given on a successful program in the Sacremento, California School District. The author lists five significant factors to be considered and explored relating to the crew approach to job placement for the trainable mentally retarded. Feels it could be successfully expanded.

KEY TERM: Vocational Training

NATURE AND TYPE OF CONTENT: Applied, Specific
AUDIENCE AND FORMAT: Trainee, Trainer Journal article
AUTHOR: Seybold, J. E.
TITLE: Severely disabled auto mechanics.
SOURCE: American Rehabilitation, 2(3), 1977, 3-5. (MDC-00037)
COMMENTS: This article deals with finding permanent, gainful employment for the severely disabled. A project study, developed at the Vocational Technical Institute in Albuquerque, New Mexico is described. The local division of Vocational Rehabilitation challenged them to adopt a curriculum to fit the severely disabled. The placement statistics showed a substantial success rate. The author also stresses how counselors should deal with the pressures of the "numbers game" (obtaining "26" closures) and approaches to take when dealing with the rehabilitation of the severely disabled.

Bibliography

COMPETENCY 2:

Individualized Client Programming

DEFINITION:

Relates to the activities a specialist would undertake to collate relevant information about an individual client, to select appropriate methods for observing and monitoring a client, and to implement an appropriate adjustment program which includes both relevant persons and procedures.

KEY TERMS:

Analysis	2-2
Behavior	2-2 - 2-3
Behavioral Objectives	2-4 - 2-5
Behavior Observation	2-5 - 2-7
Development	2-7
Psychological	2-7 - 2-8
Measurement	2-8
Program	2-8
Rating Scale	2-8 - 2-10
Standards	2-10
Work Adjustment Plan	2-10 - 2-11

KEY TERM: Analysis

NATURE AND TYPE OF CONTENT: Applied
AUDIENCE AND FORMAT: Trainer, Trainee Training Guide
AUTHOR: Rehabilitation Research and Training Center, University of Arkansas.
TITLE: The rehabilitation of the JEVS-a training guide.
SOURCE: Fayetteville, Arkansas: Author, 1973. (MDC-01196)
COMMENTS: Report of study group; topics include discussion of adjustment services for the deaf; includes a selected bibliography. at+1

KEY TERM: Behavior

NATURE AND TYPE OF CONTENT: Applied
AUDIENCE AND FORMAT: Trainee Manual
AUTHOR: Krantz, G.
TITLE: Manual vocational behavior scale (experimental).
SOURCE: Minnesota: Department of Education, Vocational-Technical Division and Special Education Section, 1971. (MDC-01225)
COMMENTS: A scale measuring behavioral dimension.

KEY TERM: Bahavior

NATURE AND TYPE OF CONTENT: Applied
AUDIENCE AND FORMAT: Trainer Journal Article
AUTHOR: Borman, W. & Dunnette, M.
TITLE: Behavior-based versus trait-oriented performance ratings: An empirical study.
SOURCE: Journal of Applied Psychology, 1975, 60(5), 561-565. (MDC-01289)
COMMENTS: Research and discussion of three types of rating scales.

KEY TERM: Behavior

NATURE AND TYPE OF CONTENT: Applied
AUDIENCE AND FORMAT: Trainer, Trainee Instructional Package w/manuals
AUTHOR: Padzensky, H. & Gibson, J.
TITLE: Goal guide: A mini course in writing goal and behavioral objectives for special education.
SOURCE: Belmont, California: Fearon Publishers, Inc., 1975. (MDC-01560)
COMMENTS: Training in writing goals and behavioral objectives; targeted toward practitioners working with the developmentally disabled.

KEY TERM: Behavior

NATURE AND TYPE OF CONTENT: Applied
AUDIENCE AND FORMAT: Trainee Audio-tape; cassette; plus 35mm slides
AUTHOR: University of West Virginia.

TITLE: Helping: A behavior approach - #5, tuning in to behavior problems.
SOURCE: West Virginia: Author, Research and Training Center, 1974.
COMMENTS: Identifies common elements and anti-social and pre-social behavior; provides keys to help rehabilitation workers tune in to behavior problems..

KEY TERM: Behavior

NATURE AND TYPE OF CONTENT: Applied
AUDIENCE AND FORMAT: Trainer, Trainee Journal Article
AUTHOR: Krantz, G.
TITLE: Critical vocational behavior.
SOURCE: Journal of Rehabilitation, 1971, 37 (4), 14-16.
COMMENTS: Categorizes and defines critical vocational behaviors, including social, and community living competencies.

KEY TERM: Behavior

NATURE AND TYPE OF CONTENT: Applied, Theoretical
AUDIENCE AND FORMAT: Trainer, Trainee Text
AUTHOR: Neff, W.
TITLE: Work and human behavior.
SOURCE: New York: Atherton Press, 1968.
COMMENTS: Content includes techniques of work adjustment and assessment of work potential.

KEY TERM: Behavioral Objectives

NATURE AND TYPE OF CONTENT: Applied
AUDIENCE AND FORMAT: Trainee Text
AUTHOR: University of Wisconsin-Stout, Materials Development Center.
TITLE: Pennsylvania Department of Welfare, Pennsylvania model individualized written program plan for vocational rehabilitation facilities.
SOURCE: Menomonie, Wisconsin: Author, 1978. (MDC-02011)
COMMENTS: In section 1, a model is presented. Section 2 provides a manual for utilizing the plan. Houts and Schotts material provides a basis for section 2.

KEY TERM: Behavioral Objectives

NATURE AND TYPE OF CONTENT: Applied
AUDIENCE AND FORMAT: Trainee Text
AUTHOR: Auburn University, Rehabilitation Services Education.
TITLE: Alabama facility training project, individual written evaluation and adjustment service plan (booklet #1).
SOURCE: Auburn, Alabama: Author, 1977. (MDC-01766)

COMMENTS: Contains sample format for individualizing written evaluation and adjustment plans: developed by practitioners attending training workshop.

KEY TERM: Behavioral Objectives

NATURE AND TYPE OF CONTENT: Applied
AUDIENCE AND FORMAT: Trainee Text
AUTHOR: Houts, P. & Scott, R.
TITLE: New direction without insurrection: Implementing individualized goal planning in human services facilities.
SOURCE: Hershey, Pennsylvania: Milton S. Hershey Medical Center, College of Medicine, Pennsylvania State University, 1976. (MDC-01752)
COMMENTS: Contains suggestions on how to introduce goal planning in agencies.

KEY TERM: Behavioral Objectives

NATURE AND TYPE OF CONTENT: Applied
AUDIENCE AND FORMAT: Trainee Text
AUTHOR: Baker, R. & Sawyer, H.
TITLE: Adjustment services in rehabilitation: Emphasis on human change.
SOURCE: Auburn, Alabama: Auburn University, Rehabilitation Services Education, 1971. (MDC-00490)
COMMENTS: Chapter 2 (Individualizing the adjustment program- behavioral analysis) provides procedural outlines for implementing an adjustment program.

KEY TERM: Behavior Observation

NATURE AND TYPE OF CONTENT: Applied, Theoretical
AUDIENCE AND FORMAT: Trainer, Trainee Text
AUTHOR: Pruitt, W.
TITLE: Vocational (Work) Evaluation.
SOURCE: Menomonie, Wisconsin: Pruitt Associates, 1977. (MDC-01729)
COMMENTS: Chapter seven: Guidelines for developing observational skills are presented.

KEY TERM: Behavior Observation

NATURE AND TYPE OF CONTENT: Applied
AUDIENCE AND FORMAT: Trainer, Trainee Journal Article
AUTHOR: Leiter, M.
TITLE: Behavioral observations for work situations: Revisions for group observations.

SOURCE: In G. Bellamy (Ed.), Habilitation of severely and profoundly retarded adults. University of Oregon, 1976, 119-125. (MDC-01826)
COMMENTS: Presents an observation system for utilization in a group situation: suggestions for coding and time intervals are presented.

KEY TERM: Behavior Observation

NATURE AND TYPE OF CONTENT: Theoretical
AUDIENCE AND FORMAT: Trainer Journal Article
AUTHOR: Dancer, D., et al.
TITLE: The training and validation of behavior observation and description skills.
SOURCE: Behavior Modification, 1978, 2(1), 113-134. (MDC-01976)
COMMENTS: Study of the effectiveness of the training package in behavior observation.

KEY TERM: Behavior Observation

NATURE AND TYPE OF CONTENT: Applied
AUDIENCE AND FORMAT: Trainee Training Manual
AUTHOR: Korn, T. A., Ranney, W. C., et al.
TITLE: Behavior identification and analysis in rehabilitation facility services.
SOURCE: Menomonie, Wisconsin: University of Wisconsin-Stout, Research and Training Center, 1976.
COMMENTS: Instructor free manual; content includes objectives, source material and review exercises.

KEY TERM: Behavior Observation

NATURE AND TYPE OF CONTENT: Applied
AUDIENCE AND FORMAT: Trainer, Trainee Training Manual
AUTHOR: Dickerson, L. R. & Andrew, J. D.
TITLE: Work adjustment: A resource manual.
SOURCE: Menomonie, Wisconsin: University of Wisconsin-Stout, Research and Training Center, 1974.
COMMENTS: Training Unit: Observing and Recording work performance and work behavior.

KEY TERM: Behavior Observation

NATURE AND TYPE OF CONTENT: Applied
AUDIENCE AND FORMAT: Trainee Audio tape; casette; plus 33mm slides
AUTHOR: University of West Virginia.
TITLE: Helping: A behavior approach-#1, Behaviors versus interpretations drawn from behavior.
SOURCE: West Virginia: Author, Research and Training Center, 1974.

COMMENTS: Deemphasizes interpretations statements related to motivation in behavior observation.

KEY TERM: Behavior Obseration

NATURE AND TYPE OF CONTENT: Applied
AUDIENCE AND FORMAT: Trainee Audio tape; casette; plus 33mm slides
AUTHOR: University of West Virginia.
TITLE: Helping: A behavioral approach-#8, Steps in a behavioral approach to helping.
SOURCE: West Virginia: Author, Research and Training Center, 1974.
COMMENTS: Provides information on specifying problem behavior, observable versus non-observable.

KEY TERM: Behavior Observation

NATURE AND TYPE OF CONTENT: Applied
AUDIENCE AND FORMAT: Trainee 2-audio cassettes;, 2X2 slides, 40 min
AUTHOR: University of Wisconsin-Stout.
TITLE: Behavior observation.
SOURCE: Menomonie, Wisconsin: Author, Research and Training Center 1977.
COMMENTS: Skill building exercises for the point sampling behavior observation technique.

KEY TERM: Behavior Observation

NATURE AND TYPE OF CONTENT: Applied
AUDIENCE AND FORMAT: Trainee MDC-Manual
AUTHOR: Goldston, L., Pollack, R. & Solofs, A.
TITLE: Observation and client evaluation in workshops: A guide and manual.
SOURCE: Menomonie, Wisconsin: University of Wisconsin-Stout, Materials Development Center, 1973. (MDC-00894)
COMMENTS: A guide and manual to a method used at Chicago JVS; directed at floor supervisors.

KEY TERM: Behavior Observation

NATURE AND TYPE OF CONTENT: Applied
AUDIENCE AND FORMAT: Trainer, Trainee Journal Article
AUTHOR: Nickelsburg, R.
TITLE: Time sampling of work behavior to mentally retarded trainees.
SOURCE: Mental Retardation, 1973, 11 (6), 29-32. (MDC-00877)
COMMENTS: The use of time sampling in the vocational rehabilitation of mentally retarded trainees is discussed; its application to classroom situation is also presented.

KEY TERM: Behavior Observation

NATURE AND TYPE OF CONTENT: Applied, Theoretical
AUDIENCE AND FORMAT: Trainer Text
AUTHOR: Button, W., et al.
TITLE: A conceptual framework for the analysis of work behavior in sheltered workshops.
SOURCE: Ithaca, New York: Cornell Region II Rehabilitation Research Institute, Cornell University, 1969. (MDC-00296)
COMMENTS: Presents basic concepts and variables in behavior; a method of behavior observation presented.

KEY TERM: Behavior Observation

NATURE AND TYPE OF CONTENT: Applied
AUDIENCE AND FORMAT: Trainee Journal Article
AUTHOR: Corthell, D. & Lesnik, M.
TITLE: Observation and recording of behavior.
SOURCE: Vocational Evaluation and Work Adjustment Bulletin, 1974, 7(3), 21-27. (MDC-01122)
COMMENTS: A discussion of the process of observing and recording client behavior; emphasizes its importance in vocational evaluation and work adjustment programs.

KEY TERM: Behavior Observation

NATURE AND TYPE OF CONTENT: Theoretical
AUDIENCE AND FORMAT: Trainer Journal Article
AUTHOR: Lipinski, D. & Nelson, R.
TITLE: Problems in the use of naturalistic observation as a means of behavioral assessment.
SOURCE: Behavior Therapy, 1974, 5(5), 341-351. (MDC-01154)
COMMENTS: Identifies problems in behavior observation; related research recorded.

KEY TERM: Development

NATURE AND TYPE OF CONTENT: Applied
AUDIENCE AND FORMAT: Trainee Journal Article
AUTHOR: Sawyer, H. & Baker, R.
TITLE: The development of personal, social, and community adjustment programs: A legitimate mandate for rehabilitation professionals.
SOURCE: Journal of Rehabilitation, 1978, 44(1), 35-38. (MDC-01984)
COMMENTS: Describes types of adjustment services; emphasizes the identification of behavioral objectives: lists sources for programming in adjusment.

KEY TERM: Psychological

NATURE AND TYPE OF CONTENT: Applied, Theoretical
AUDIENCE AND FORMAT: Trainer, Trainee Text
AUTHOR: Lofquist, L. & Dawis, R.
TITLE: Adjustment to work: A psychological view of man's problems in a work oriented society.
SOURCE: New York: Appleton-Century-Crofts, 1969. (MDC-00456)
COMMENTS: Discussion of the meaning of work and its psychological implication; includes the theory and application of the revised Minnesota Theory of Work Adjustment.

KEY TERM: Measurement

NATURE AND TYPE OF CONTENT: Applied, Theoretical
AUDIENCE AND FORMAT: Trainee Booklet
AUTHOR: Garwick, G.
TITLE: An introduction to a tailor-made measurement tool: Goal attainment scaling.
SOURCE: Minneapolis, Minnesota: Technical Assistance, a program evaluation, 1978. (MDC-01978)
COMMENTS: A basic introduction to goal attainment scaling as a program evaluation methodology.

KEY TERM: Measurement

NATURE AND TYPE OF CONTENT: Applied, Theoretical
AUDIENCE AND FORMAT: Trainer, Trainee Book of readings
AUTHOR: Bolton, B. (Ed.)
TITLE: Handbook of measurement and evaluation in rehabilitation.
SOURCE: Baltimore, Maryland: University Park Press, 1976. (MDC-01521)
COMMENTS: The final section describes applications of basic principles of testing in rehabilitation, including work adjustment.

KEY TERM: Program

NATURE AND TYPE OF CONTENT: Applied
AUDIENCE AND FORMAT: Trainee Training Manual
AUTHOR: Parhan, J.
TITLE: Individual program planning with the developmentally disabled.
SOURCE: Lubbock, Texas: Texas Tech University, Research and Training Center and Mental Retardation, 1976. (MDC-01595)
COMMENTS: One part of an instructor-free training package and individualized program planning; can be used for group in-service training.

KEY TERM: Rating Scale

NATURE AND TYPE OF CONTENT: Applied
AUDIENCE AND FORMAT: Trainee Text
AUTHOR: Materials Development Center, University of WI-Stout.

TITLE: MDC-behavior identification format.
SOURCE: Menomonie, Wisconsin: Author, 1974. (MDC-01155)
COMMENTS: The format contains the detailed explanation of the rating system, recommendations for the use of form and manual; and definitions, examples, and sample descriptions for each of the twenty-two behavioral categories.

KEY TERM: Rating Scale

NATURE AND TYPE OF CONTENT: Applied
AUDIENCE AND FORMAT: Trainee Text
AUTHOR: Esser, T.
TITLE: Client rating instruments for use in vocational rehabilitation agencies.
SOURCE: Menomonie, Wisconsin: University of Wisconsin-Stout, Materials Development Center, 1975. (MDC-01403)
COMMENTS: How to select and utilize rating scales in rehabilitation facilities. Eleven such rating scales are included for review.

KEY TERM: Rating Scale

NATURE AND TYPE OF CONTENT: Applied
AUDIENCE AND FORMAT: Trainee Text
AUTHOR: Walls, R., Warner, T. & Bacon, A.
TITLE: Behavior checklists.
SOURCE: Institute, West Virginia: Research and Training Center, West Virginia Rehabilitation Center, 1976. (MDC-01511)
COMMENTS: One hundred and fifty-seven behavior checklists are classified and evaluated: only some are work oriented.

KEY TERM: Rating Scale

NATURE AND TYPE OF CONTENT: Applied
AUDIENCE AND FORMAT: Trainee Journal Article
AUTHOR: Walls, R. & Werner, T.
TITLE: Vocational behavior checklists.
SOURCE: Mental Retardation, 1977, 15(4), 30-35. (MDC-01684)
COMMENTS: Thirty-nine checklists are reviewed, categorized, and evaluated; strategies for selecting and utilizing vocational behavior checklists are discussed.

KEY TERM: Rating Scale

NATURE AND TYPE OF CONTENT: Applied, Theoretical
AUDIENCE AND FORMAT: Trainee Manual
AUTHOR: Dunn, D. & Kruel, D.
TITLE: Point sampling: A quantitative approach to observation in rehabilitation facilities.

SOURCE: Menomonie, Wisconsin: University of Wisconsin-Stout, Materials Development Center, 1976. (MDC-01878)
COMMENTS: Provides detailed instructions for developing and norming of behavior observations.

KEY TERM: Rating Scale

NATURE AND TYPE OF CONTENT: Applied
AUDIENCE AND FORMAT: Trainee Text
AUTHOR: Walls, R., Zane, T. & Werner, T.
TITLE: Vocational behavior checklists.
SOURCE: Morgantown, West Virginia: Research and Training Center, 1978. (MDC-01867)
COMMENTS: A criterion-referenced evaluation device for assessing client work skills, training needs and effectiveness of training.

KEY TERM: Standards

NATURE AND TYPE OF CONTENT: Applied
AUDIENCE AND FORMAT: Trainer, Trainee Text
AUTHOR: University of Wisconsin-Stout, Materials Development Center.
TITLE: Vocational evaluation and work adjustment standards w/interpretative guidelines and VEWAA glossary.
SOURCE: Menomonie, Wisconsin: Author, 1978. (MDC-01775)
COMMENTS: Standards which apply to work adjustment programs are presented.

KEY TERM: Work Adjustment Plan

NATURE AND TYPE OF CONTENT: Applied
AUDIENCE AND FORMAT: Trainee Text
AUTHOR: Esser, T.
TITLE: Individualized client planning for work adjustment services.
SOURCE: Menomonie, Wisconsin: University of Wisconsin-Stout, Stout Vocational Rehabilitation Institute, Materials Development Center, 1975. (MDC-01300)
COMMENTS: Instruction in using the individualized work adjustment plan form, and individual goal sheet.

KEY TERM: Work Adjustment Plan

NATURE AND TYPE OF CONTENT: Applied, Theoretical
AUDIENCE AND FORMAT: Trainer, Trainee Text
AUTHOR: Dunn, D.
TITLE: Adjustment services: Individualized program planning, delivering and monitoring.
SOURCE: Menomonie, Wisconsin: University of Wisconsin-Stout, Research and Training Center, 1974. (MDC-01369A)

COMMENTS: Presents an individualized and sytematic approach to the planning, delivery, and monitoring of adjustment services. Includes a chapter on planning an individual adjustment program.

KEY TERM: Work Adjustment Plan

NATURE AND TYPE OF CONTENT: Applied
AUDIENCE AND FORMAT: Trainer, Trainee Journal Article
AUTHOR: Barton, E. (Ed.)
TITLE: A systematic approach to comprehensive adjustment services, review of Dunn, D., Adjustment services.
SOURCE: Vocational Evaluation and Work Adjustment Bulletin, 1976, 9(1), 34-46. (MDC-01400)
COMMENTS: A review and summary of content is presented; with comments on selected issues, including classifying adjustment problems.

Bibliography

COMPETENCY 3:

Professional Communications/Paper Work

DEFINITION:

Relates to activities of translating the facility's role and case findings on a client to significant persons involved in the client's rehabilitation.

KEY TERMS:

CARF Standards..... 3-2
Report Forms..... 3-2
Report Writing..... 3-2 - 3-4
Report Writing and Recording..... 3-4
Staffing..... 3-4 - 3-5

KEY TERM: CARF Standards

NATURE AND TYPE OF CONTENT: Applied
AUDIENCE AND FORMAT: Trainee, Trainer Journal Article
AUTHOR: Sawyer, H.
TITLE: Preparation for CARF in the rehabilitation facility
SOURCE: Vocational Evaluation and Work Adjustment Bulletin, 1976, 9 (3), 32-35. (MDC-01541)
COMMENTS: Discusses purposes of CARF accreditation and suggests areas for preparation prior to the actual CARF survey.

KEY TERM: Report Forms

NATURE AND TYPE OF CONTENT: Applied
AUDIENCE AND FORMAT: Trainee, Trainer Journal Article
AUTHOR: Ayres, A.
TITLE: A form used to evaluate the work behavior of patients.
SOURCE: The American Journal of Occupational Therapy, 1954, 8 (2), 73-74. (MDC-00074)
COMMENTS: Considers contribtion of occupational therapist which adds to general knowledge of the patient in areas of physical capacity and work behavior. Describes a form used to evaluate work behavior of patients. Sample form and scoring instructions included.

KEY TERM: Report Writing

NATURE AND TYPE OF CONTENT: Applied, Specific
AUDIENCE AND FORMAT: Trainee, Trainer Journal article
AUTHOR: Ireland, K.
TITLE: Evaluating work behavior in occupational therapy.
SOURCE: Journal of Rehabilitation, 1957, 23 (1), 8-9.
COMMENTS: Describes the value and use of the Work Evaluation Progress Report, a rating scale which provides a combination of check-off and written reporting. Form is divided into the following sections: general abilities, work approach, work tolerance, social attitudes, expressed interest and aspirations, and recommendations.

KEY TERM: Report Writing

NATURE AND TYPE OF CONTENT: Applied
AUDIENCE AND FORMAT: Trainee, Trainer Text
AUTHOR: Andrew, J. & Dickerson, L.
TITLE: Work adjustment: A resource manual.
SOURCE: Menomonie, Wisconsin: University of Wisconsin-Stout, Research and Training Center, n.d. (MDC-01513)
COMMENTS: Contributions of various authors which can be used to self-instruct or as reference in the area of work adjustment.

Report writing in work adjustment services is one of 17 topics included.

KEY TERM: Report Writing

NATURE AND TYPE OF CONTENT: Applied
AUDIENCE AND FORMAT: Trainee, Trainer Text
AUTHOR: U.S. Dept of HEW, Rehabilitation Services Administration.
TITLE: Vocational evaluation and work adjustment services in vocational rehabilitation.
SOURCE: Menomonie, Wisconsin: University of Wisconsin-Stout, Materials Development Center, 1972. (MDC-00755)
COMMENTS: A guide for rehabilitation counselors in making appropriate selection and use of vocational evaluation and work adjustment prorams. Subjects covered include reporting on client progress.

KEY TERM: Report Writing

NATURE AND TYPE OF CONTENT: Applied
AUDIENCE AND FORMAT: Trainee, Journal Article
AUTHOR: Esser, T.
TITLE: Some perspectives on report writing in the rehabilitation process.
SOURCE: Journal of Applied Rehabilitation Counseling; 1974,
SOURCE: Washington: Author, 1971 (MDC-1226)
COMMENTS: Provides an overview of the current state of report writing in rehabilitation facilities and workshops. Discusses advantages and disadvantages of three types of report forms: narrative, basic checklist, and narrative checklist.

KEY TERM: Report Writing

NATURE AND TYPE OF CONTENT: Applied
AUDIENCE AND FORMAT: Trainee, Trainer Text
AUTHOR: Esser, T.
TITLE: Effective report writing in vocational evaluation and work adjustment programs.
SOURCE: Menomonie, Wisconsin: University of Wisconsin-Stout, Materials Development Center, 1974. (MDC-01131)
COMMENTS: Provides general principles of report writing content and style along with examples of report forms and formats currently being used in the field. Helpful in minimizing staff time spent on report preparation, increasing uniformity in report content, and developing a reporting style and technique which best meets the needs of clients, the referral source, and the rehab agency or program. Manual includes appendix of 12 report formats and organizational aids contributed by persons and agencies in the field.

KEY TERM: Report Writing

NATURE AND TYPE OF CONTENT: Applied
AUDIENCE AND FORMAT: Trainee, Trainer Text
AUTHOR: U.S. Dept of HEW, Rehabilitation Services Administration.
TITLE: Case recording and reporting in rehabilitation facilities.
SOURCE: Washington, D.C.: Author, 1971.
COMMENTS: Covers the following points in effective case recording and reporting: value of case recording, helpful hints in case recording, case record content, case reporting to other agencies, maintenance of client records, evaluation of client records and standards for records and reports.

KEY TERM: Report Writing

NATURE AND TYPE OF CONTENT: Applied, Specific
AUDIENCE AND FORMAT: Trainee, Trainer
AUTHOR: Jacobs, A. & Hay, J
TITLE: Vocational reporting in the vocational rehabilitation process.
SOURCE: Personnel & Guidance Journal, 1961, 40, 368-372. Also in Sankovsky/Arthur/Mann (Comps.) Vocational Evaluation and Work Adjustment (MDC-00127)
COMMENTS: Describes preparation and organization of a comprehensive vocational report. Tells what report should contain, in what settings it can be used, how it is designed, and discusses in detail the data included.

KEY TERM: Report Writing

NATURE AND TYPE OF CONTENT: Applied
AUDIENCE AND FORMAT: Trainee, Trainer Manual
AUTHOR: Lamb, Auburn, J.
TITLE: Records and reports in rehabilitation workshops.
SOURCE: Maryland: University of Maryland, Regional Rehabilitation Research Institute (Infomation Bulletin No. 5), 1970.
COMMENTS: Compendium of possible reports.

KEY TERM: Report Writing and Rec/rding

NATURE AND TYPE OF CONTENT: Applied, Specific (geared more to eval)
AUDIENCE AND FORMAT: Trainee, Trainer Journal Article
AUTHOR: Lynch, J.
TITLE: Work behavior observations and records.
SOURCE: Vocational Evaluation and Work Adjustment Bulletin, 1973, 6 (1), 15-20. (MDC-00867)
COMMENTS: Emphasizes the need for objective behavior observation and recording. Includes examples of typical work behavior observation records and illustrates application of such a record to assist in the evaluation of a client for a particular job.

KEY TERM: Staffing

NATURE AND TYPE OF CONTENT: Applied, General
AUDIENCE AND FORMAT: Trainee, Trainer Text
AUTHOR: International Labour Office.
TITLE: Vocational assessment and work preparation centers for the disabled.
SOURCE: Geneva, Switzerland: Author, 1970. (MDC-00395)
COMMENTS: An outline of procedures for establishing a vocational evaluation and work adjustment center. The publication includes: staffing requirements; team work with staff, objectives of a center, etc.

Bibliography

COMPETENCY 4:

Behavior Modification/Change

DEFINITION:

Relates to an operational understanding of how to devise, implement, and monitor processes for changing or adjusting client behaviors.

KEY TERMS:

Behavior	4-2 - 4-9
Behavior Change	4-9 - 4-11
Behavior Management	4-11
Behavior Modification	4-11 - 4-17
Behavior Principles	4-17
Behavior Therapy and Counseling	4-17 - 4-18

KEY TERM: Behavior

NATURE AND TYPE OF CONTENT: Applied
AUDIENCE AND FORMAT: Trainer Journal Article
AUTHOR: Altman, R. & Talkington, L.
TITLE: Modeling: An Alternative Behavior Modification Approach for Retardates
SOURCE: Mental Retardation, 1971, 9 (3), 20-23. (MDC-00574)
COMMENTS: A literature review concerning the use of modeling techniques with mentally retarded clients.

KEY TERM: Behavior

NATURE AND TYPE OF CONTENT: Applied
AUDIENCE AND FORMAT: Trainee Training Manual
AUTHOR: Arkin, R., Smith, R. & Uslan, S.
TITLE: How to train supervisors in behavior modification.
SOURCE: Los Angeles: Mentec Corporation, 1972. (MDC-00797)
COMMENTS: Designed for use in Manpower Programs, this manual is targeted for supervisors working with hardcore disadvantaged populations. Content includes theory and application of behavior modification principles.

KEY TERM: Behavior

NATURE AND TYPE OF CONTENT: Applied
AUDIENCE AND FORMAT: Trainee Journal article
AUTHOR: Bodenmiller, F. & Sanders, R.
TITLE: Decreasing non-compliant behavior in a sheltered workshop.
SOURCE: Vocational Evaluation and Work Adjustment Bulletin, 1977, 10 (2), 25-31. (MDC-01672)
COMMENTS: A study of one client in a sheltered workshop setting. Feedback, instructions, and differential reinforcement were utilized to reduce non-compliant behavior to directions of supervisors.

KEY TERM: Behavior

NATURE AND TYPE OF CONTENT: Applied Seconday
AUDIENCE AND FORMAT: Trainer, Trainee Text
AUTHOR: Botterbusch, K. & Esser, T.
TITLE: A selected annotated bibliography of books on behavior modification.
SOURCE: Menomonie, Wisconsin: University of Wisconsin-Stout, Material Development Center, 1974. (MDC-01279)
COMMENTS: Targeted toward rehabilitation professionals, this resource listing is divided into three sections: basic, intermediate and advanced books on behavior modification.

KEY TERM: Behavior

NATURE AND TYPE OF CONTENT: Applied, Theoretical
AUDIENCE AND FORMAT: Trainee Monograph
AUTHOR: Bruch, M., et al
TITLE: Modeling, behavior change and rehabilitation.
SOURCE: Columbia, Missouri: University of Missouri - Columbia, Regional Rehabilitation Institute, 1973. (MDC-00824)
COMMENTS: Written for the rehabilitation practitioner, this publication provides an introduction to basic concepts of modeling, with specific suggestions for application in work adjustment programs.

KEY TERM: Behavior

NATURE AND TYPE OF CONTENT: Applied
AUDIENCE AND FORMAT: Trainee Journal Article
AUTHOR: Burleson, G.
TITLE: Modeling. An effective behavior change technique for teaching blind persons.
SOURCE: New Outlook for the Blind, 1973, 67, 433-441. (MDC-00826)
COMMENTS: Discusses the application of modeling techniques with visually impaired and totally blind persons. Presents application to areas of vocational attitude, mobility skills, and job skills.

KEY TERM: Behavior

NATURE AND TYPE OF CONTENT: Applied Primary
AUDIENCE AND FORMAT: Trainee Text
AUTHOR: Butz, G. & DeResi, W.
TITLE: Writing behavioral contracts: A case simulation practice manual.
SOURCE: Champaign, Illinois: Research Press, 1975. (MDC-01304)
COMMENTS: Written as a case simulation practice manual teaching the technique of behavioral contracting. Includes basic concepts of behavioral counseling.

KEY TERM: Behavior

NATURE AND TYPE OF CONTENT: Applied
AUDIENCE AND FORMAT: Trainee Journal Article
AUTHOR: Campbell, N.
TITLE: Techniques of behavior modification.
SOURCE: Journal of Rehabilitation, 1971, 37 (4), 28-31. (MDC-00497)
COMMENTS: Discusses the application of specific behavior modification techniques in a work adjustment program at Goodwill Industries in Indianapolis.

KEY TERM: Behavior

NATURE AND TYPE OF CONTENT: Applied
AUDIENCE AND FORMAT: Trainee Text
AUTHOR: Cull, J. & Hardy, R.
TITLE: Behavior modification inrehabilitation settings: Applied principles.
SOURCE: Springfield, Illinois: Charles C. Thomas, 1974. (MDC-01325)
COMMENTS: Readings in this collection include application of techniques to the following specific populations: Disadvantaged and juvenile offender, and the mentally ill. Token economies, modeling, and peer group influence in behavior modification programs are also presented.

KEY TERM: Behavior

NATURE AND TYPE OF CONTENT: Applied Secondary
AUDIENCE AND FORMAT: Trainee Text
AUTHOR: Cull J. & Hardy, R.
TITLE: Modification of behavior of the mentally ill: Rehabilitation approaches.
SOURCE: Springfield, Illinois: Charles C. Thomas, 1974. (MDC-01324)
COMMENTS: A book of readings which includes a section on use of behavior modification techniques with the mentally ill.

KEY TERM: Behavior

NATURE AND TYPE OF CONTENT: Applied Secondary
AUDIENCE AND FORMAT: Trainee Paper
AUTHOR: Delaney, T. and Gugino, J.
TITLE: The application of a token economy and social learning skill training to a sheltered workshop.
SOURCE: Alleghany, New York: Unpublished paper, n.d. (MDC-01762)
COMMENTS: A study of a token economy in a sheltered workshop utilizing 26 subjects. Results with these multiply handicapped clients indicated improved production rates and work habits.

KEY TERM: Behavior

NATURE AND TYPE OF CONTENT: Applied
AUDIENCE AND FORMAT: Trainee Journal Article
AUTHOR: Dunn, D.
TITLE: Work and behavior change.
SOURCE: Journal of Rehabilitation, 1971, 37 (4), 22-24. (MDC-00496)
COMMENTS: Discusses positive behavior change methods applicable to work experience. Explores three approaches: modeling, learning by doing, and mystical experience, suggesting paraprofessional staff can utilize these.

KEY TERM: Behavior

NATURE AND TYPE OF CONTENT: Primary
AUDIENCE AND FORMAT: Trainee Text
AUTHOR: Gardner, William.
TITLE: Behavior modification in mental retardation: The education and rehabilitation of the mentally retarded adolescent and adult.
SOURCE: Chicago: Aldine, 1971.
COMMENTS: An introductory text to principles and application of behavior modification techniques. It focuses on use with mentally retarded adolescents and adults, especially in institutions.

KEY TERM: Behavior

NATURE AND TYPE OF CONTENT: Applied Secondary
AUDIENCE AND FORMAT: Trainee Journal Article
AUTHOR: Hurwitz, S. & Di Francesca, S.
TITLE: Behavioral modification of the emotionally retarded deaf.
SOURCE: Rehabilitation Literature, 1968, 29 (9), 258-264. (MDC-00485)
COMMENTS: Report on a three year project utilizing adapted techniques of behavior modification for deaf retarded at the St. Louis Jewish Employment and Vocational Service.

KEY TERM: Behavior

NATURE AND TYPE OF CONTENT: Applied
AUDIENCE AND FORMAT: Trainee Journal Article
AUTHOR: Kazden, Alan E.
TITLE: Issues in behavior modification with mentally retarded persons.
SOURCE: American Journal of Mental Deficiency, 1973, 78 (2), 134-140. (MDC-00862)
COMMENTS: Targeted toward staff and managers of behavior modification programs for mentally retarded persons. Presents issues related to staff training, contingencies in applying techniques, and behavior maintenance techniques.

KEY TERM: Behavior

NATURE AND TYPE OF CONTENT: Applied Primary
AUDIENCE AND FORMAT: Trainee Text
AUTHOR: Kazdin, Alan E.
TITLE: Behavior modification in applied settings.
SOURCE: Homewood, Illinos: Dorsey Press, 1975. (MDC-01307)
COMMENTS: Intended as an introductory text, topics covered include application of operant principles, measurement, evaluation of program effectiveness, reinforcement techniques, transfer of training, and ethical considerations.

KEY TERM: Behavior

NATURE AND TYPE OF CONTENT: Applied Secondary

AUDIENCE AND FORMAT: Trainer Text
AUTHOR: Leslie, G. (Ed.)
TITLE: Behavior modification in rehabilitation facilities.
SOURCE: Hot Springs, Arkansas: Arkansas Rehabilitation Research & Training Center, 1969.
COMMENTS: Proceedings and articles resulting from a seminar on behavior modification.

KEY TERM: Behavior

NATURE AND TYPE OF CONTENT: Applied Secondary
AUDIENCE AND FORMAT: Trainee Journal Article
AUTHOR: McDaniel, R., Baker, F. & Freeman, E.
TITLE: Extending behavior modification to the natural environment for work adjustment.
SOURCE: Vocational Evaluation and Work Adjustment Bulletin, 1975, 8 (2), 12-18. (MDC-01269)
COMMENTS: Discusses need for extending behavior modification techniques outside of the rehabilitation setting in order to maintain behavior change of rehabilitation clients.

KEY TERM: Behavior

NATURE AND TYPE OF CONTENT: Applied Secondary
AUDIENCE AND FORMAT: Trainee Journal Article
AUTHOR: Eisner, M., Endres, R. & Karen, R.
TITLE: Behavior modification in a sheltered workshop for severely retarded students.
SOURCE: American Journal of Mental Deficiency, 1974, 7(4), 15-23. (MDC-01151)
COMMENTS: A study of the effects of a token system on the work behavior of ten severely retarded adolescent students.

KEY TERM: Behavior

NATURE AND TYPE OF CONTENT: Theoretical Primary
AUDIENCE AND FORMAT: Trainee Journal Article
AUTHOR: Roos, P.
TITLE: Human rights and behavior modification.
SOURCE: Mental Retardation, 1974, 12 (3), 3-6. (MDC-01302)
COMMENTS: Discusses ethical and moral issues related to use of behavior modification techniques.

KEY TERM: Behavior

NATURE AND TYPE OF CONTENT: Applied, Theoretical Secondary
AUDIENCE AND FORMAT: Trainer Journal Article
AUTHOR: Rutherford, R. & Beechinor, S.

TITLE: Behavior modification and behavior therapy books: An annotated bibliography.
SOURCE: AAESPH Review, March, 1976. (MDC-01960)
COMMENTS: Review of 350 books and articles covering categories such as behavioral counseling, behavior research, behavior modification, etc.

KEY TERM: Behavior

NATURE AND TYPE OF CONTENT: Applied, Theoretical Secondary
AUDIENCE AND FORMAT: Trainer Text
AUTHOR: Rutherford, R.
TITLE: Bibliography of books on behavior modification and behavior therapy: 1978 Addendum.
SOURCE: Tempe, Arizona: Arizona State University, n.d. (MDC-01961)
COMMENTS: An addendum to behavior modification and behavior therapy books: An annotated bibliography.

KEY TERM: Behavior

NATURE AND TYPE OF CONTENT: Applied, Theoretical
AUDIENCE AND FORMAT: Trainee Text
AUTHOR: Sanders, Richard M
TITLE: Behavior modification in a rehabilitation facility.
SOURCE: Carbordale, Illinois: Southern Illinois University Press, 1975. (MDC-01564)
COMMENTS: The intended audience is rehabilitation personnel. Content includes basic principles, an introduction to application in rehab programs, related research findings, and a bibliography of suggested material.

KEY TERM: Behavior

NATURE AND TYPE OF CONTENT: Theoretical Secondary
AUDIENCE AND FORMAT: Trainer Journal Article
AUTHOR: Schroeder, S.
TITLE: Parametric effects of reinforcement frequency, amount of reinforcement, and required response...workshop behavior.
SOURCE: Journal of Applied Behavior Analysis, 1972, 5 (4), 431-441. (MDC-00751)
COMMENTS: Presents three research efforts regarding examining reinforcement techniques and effects on work output.

KEY TERM: Behavior

NATURE AND TYPE OF CONTENT: Applied Primary
AUDIENCE AND FORMAT: Trainee Text
AUTHOR: Thorp, R. & Wetzel.
TITLE: Behavior modification in the natural environment.

SOURCE: New York: Academic Press, 1969. (MDC-01333)
COMMENTS: Presents basic principle and application of behavior modification techniques. Suggests design of behavior change program by behavior analysts and implementation by para-professionals

KEY TERM: Behavior

NATURE AND TYPE OF CONTENT: Theoretical Secondary
AUDIENCE AND FORMAT: Trainer Text
AUTHOR: Notterman, Joseph M.
TITLE: Behavior: A systematic approach.
SOURCE: New York: Random House, 1970.
COMMENTS: Presents a "functionalist" or behaviorist approach to understanding behavior, with an emphasis on scientific method. Concepts of classical conditioning, and cognitive processes are extensively presented.

KEY TERM: Behavior

NATURE AND TYPE OF CONTENT: Applied Primary
AUDIENCE AND FORMAT: Trainee Paper
AUTHOR: Wehman, P., Schutz, R. and Renzoglia, A.
TITLE: Habilitation practices with the severely developmentally disabled.
SOURCE: Madison, Wisconsin: University of Wisconsin, Regional Rehabilitation Research and Training Center, 1976. (MDC-01636)
COMMENTS: Presents behavioral analysis and specific procedures and techniques to overcome vocational problems such as low production, interfering behaviors, and acquisition problems.

KEY TERM: Behavior

NATURE AND TYPE OF CONTENT: Applied
AUDIENCE AND FORMAT: Trainee Chapter in Text
AUTHOR: Wehman, P., et al
TITLE: Self-management programs with mentally retarded workers: Implications for developing independent vocational behaviors.
SOURCE: In O. Karan, et al., Habilitation Practices. Madison, Wisconsin: Research & Training Center, 1976, 98-114. (MDC-01641)
COMMENTS: Describes three research efforts in the application of different types of reinforcement in sheltered workshop settings, with profoundly retarded adults.

KEY TERM: Behavior

NATURE AND TYPE OF CONTENT: Applied, Theoretical
AUDIENCE AND FORMAT: Trainee Paper

AUTHOR: Weikle, D. & Coker, C.
TITLE: References on work adjustment and behavior modification.
SOURCE: Menomonie, Wisconsin: University of Wisconsin-Stout, Research and Training Center, 1976. (MDC-01732)
COMMENTS: References include the following main topic areas: Behavior therapy and modification; rehabilitation with special populations; and techniques including modeling, behavior contracts, video counseling/role playing, and automation.

KEY TERM: Behavior

NATURE AND TYPE OF CONTENT: Applied Primary
AUDIENCE AND FORMAT: Trainee Text
AUTHOR: Welch, M. & Gist, J.
TITLE: The open token economy system: A handbook for a behavioral approach to rehabilitation.
SOURCE: Springfield, Illinois: Charles C. Thomas, 1974. (MDC-01547)
COMMENTS: Describes procedures for implementing a token economy in a rehabilitation center. Research results are also presented.

KEY TERM: Behavior Change

NATURE AND TYPE OF CONTENT: Applied, Theoretical Secondary
AUDIENCE AND FORMAT: Trainer
AUTHOR:
TITLE: Behavior Change.
SOURCE: An annual on psychotherapy, counseling and behavior modification.
COMMENTS: An annual publication on psychotherapy, counseling and behavior modification. It presents a selection of the most important work on the subject in the past year, according to its Editorial Board. Articles cover broad areas of theory, research and issue analyses.

KEY TERM: Behavior Change

NATURE AND TYPE OF CONTENT: Applied, Theoretical Secondary
AUDIENCE AND FORMAT: Trainer Text
AUTHOR: Goldfried, Marvin R. & Michael Merbaum.
TITLE: Behavior change through self-control.
SOURCE: New York: Holt, Rinehart and Winston, 1973.
COMMENTS: Intended for advanced undergraduate and graduate courses. This text is a book of readings by numerous authors. Theoretical bases for self control are represented by original writings of Skinner, Bandura et al. Basic research, clinical strategies and treatment methods are also presented.

KEY TERM: Behavior Change

NATURE AND TYPE OF CONTENT: Applied Primary
AUDIENCE AND FORMAT: Trainee 35mm slides, cassette narration
AUTHOR: University of West Virginia, Vocational Rehabilitation Research & Trainin
TITLE: Helping: A behavioral approach.
SOURCE: West Virginia: Author, n.d.
COMMENTS: Eight self-contained units instructing in the application of learning principles, and behavioral concepts toward client change. The package includes a workbook for each unit for content review and discussion questions.

KEY TERM: Behavior Change

NATURE AND TYPE OF CONTENT:
AUDIENCE AND FORMAT: Monograph
AUTHOR: Prehm, H. J., Hamerlynck, L. A. & Crosson, J.E. (Eds.)
TITLE: Behavioral research in mental retardation.
SOURCE: University of Oregon, Rehabilitation Research and Training Center in Mental Retardation.
COMMENTS: Proceedings of the Timberline Conference, co-sponsored by the University of Oregon and the Div. of R and T Centers of the Social Rehabilitation Service. Oregon studies in the Habilitation of the Retarded, University of Oregon Rehabilitation Research and Training Center in Mental Retardation. Reprinted July 1970.

KEY TERM: Behavior Change

NATURE AND TYPE OF CONTENT: Applied Primary
AUDIENCE AND FORMAT: Trainee Manual
AUTHOR: Mink, Oscar G.
TITLE: The behavior change process.
SOURCE: New York, Harper & Row, 1970. (MDC-462)
COMMENTS: The author states the manual was designed as programmed instruction; at an eight grade reading level. It is targetted toward vocational instructors, teachers and counselors as an aid toward improved classroom behavior. Basic principles of behavior change are reviewed; however, the programmed instruction emphasizes application through case examples.

KEY TERM: Behavior Change

NATURE AND TYPE OF CONTENT: Applied, Theoretical Secondary
AUDIENCE AND FORMAT: Trainer Text
AUTHOR: Osipow, Samuel & Walsh, W. Bruce
TITLE: Behavior change in counseling: Readings and cases.
SOURCE: New York: Appleton-Century Crofts, 1970.
COMMENTS: Intended primarily as a companion to an introductory text on behavioral counselings. Readings cover the broad areas of Rationale, Research, and Cases. Cases include application of

the behavioral approach to a college setting, and with patients in clinical practice.

KEY TERM: Behavior Management

NATURE AND TYPE OF CONTENT: Applied Secondary
AUDIENCE AND FORMAT: Trainer, Trainee Text
AUTHOR: Miller, Lawrence M.
TITLE: Behavior management: The new science of managing people at work.
SOURCE: New York: Wiley, 1978.
COMMENTS: An introductory text to some basic concepts of both behavior change and organizational management; presents case studies of behavior principles applied to the work setting. Chapters conclude with discussion questions.

KEY TERM: Behavior Modifcation

NATURE AND TYPE OF CONTENT: Applied
AUDIENCE AND FORMAT: Trainee Journal Article
AUTHOR: Allen, C. & Couch, R.
TITLE: Behavior modification in rehabilitation facilities: A review.
SOURCE: Journal of Applied Rehabilitation Counseling, 1973, 4 (2), 88-95. (MDC00807)
COMMENTS: Targetted for facility staff, this article reviews the application of behavior modification techniques. It suggests needed basic nomimal staff skills required for facility programs, and provides a reference list of behavior modification literature.

KEY TERM: Behavior Modification

NATURE AND TYPE OF CONTENT: Applied, Theoretical Secondary
AUDIENCE AND FORMAT: Trainer Text
AUTHOR: Agras, W. Stewart (Ed.)
TITLE: Behavior modification: Principles and clinical applications.
SOURCE: Boston: Little and Brown, 1978.
COMMENTS: Intended as an overview, the audience targetted (according to the author) is advanced undergrad students and clinicians-in-training. Includes an outline of behavior disorders; then treatment techniques including reinforcement and extinction procedures, the token economy, aversive procedures, and relaxation training. Extensive reference listings.

KEY TERM: Behavior Modification

NATURE AND TYPE OF CONTENT: Applied, Theoretical Secondary
AUDIENCE AND FORMAT: Trainee Text
AUTHOR: Arkava, Morton L.

TITLE: Behavior modifciation; a procedural guide for social workers.
SOURCE: Missoula, Montana: University of Montana, Department of Social Work, 1973.
COMMENTS: Overview of basic assumptions of behavior modification, its procedures, and applications designed for college students. A brief, very cursory presentation.

KEY TERM: Behavior Modification

NATURE AND TYPE OF CONTENT: Applied, Theoretical Primary
AUDIENCE AND FORMAT: Trainer Text
AUTHOR: Bandura, A.
TITLE: Principles of behavior modification.
SOURCE: New York: Holt, Rinehart & Winston, 1969. (MDC- 00414)
COMMENTS: Theoretical and experimental advances in areas of modeling, extinction and desensitization are presented.

KEY TERM: Behavior Modification

NATURE AND TYPE OF CONTENT: Applied
AUDIENCE AND FORMAT: Trainee 2-part 70 min 1/2" vidtape/helical/sound
AUTHOR:
TITLE: Behavior modification in rehabilitation: Increasing desired behavior, decreasing undesired behaviors.
SOURCE: Available on loan from: Clearing House of Rehabilitation Materials; Oklahoma State University, Stillwater, Oklahoma.
COMMENTS: Presents concepts of reinforcement, reward, punishment; stresses importance of immediate reinforcement. Uses cartoons, lecture, then dramatization of a workshop situation.

KEY TERM: Behavior Modification

NATURE AND TYPE OF CONTENT: Applied, Theoretical Secondary
AUDIENCE AND FORMAT: Trainer Quarterly Journal
AUTHOR: Sage Publications.
TITLE: Behavior modification.
SOURCE: Beverly Hills, California: Sage Publications, 1, 1977.
COMMENTS: The journal describes itself as "an interdisciplinary journal designed to publish relevant research and clinical papers in the area of applied behavior modification."

KEY TERM: Behavior Modification

NATURE AND TYPE OF CONTENT: Applied, Theoretical Secondary
AUDIENCE AND FORMAT: Trainee, trainer Text
AUTHOR: Craighead, Edward W., Kazdin, Alan & Mahoney, Michael.
TITLE: Behavior modification: Principles, issues and applications.
SOURCE: Boston: Houghton Mifflin, 1976.

COMMENTS: The text is divided into 3 segments: conceptual foundations, empirical foundations, and finally, applications of behavior modification. Application chapters present classroom, group home, prison settings and in social skills training discussions. Lengthy reference list included.

KEY TERM: Behavior Modification

NATURE AND TYPE OF CONTENT: Applied, Theoretical Secondary
AUDIENCE AND FORMAT: Trainee Text
AUTHOR: Gambrill, Eileen D.
TITLE: Behavior modification: Handbook of assessment, intervention and evaluation.
SOURCE: 1977
COMMENTS: An exhaustive compilation of theory, procedures, empirical data, and ethical issues related to behavioral therapy. Its intended audience includes practicing counselors.

KEY TERM: Behavior Modification

NATURE AND TYPE OF CONTENT: Applied, Theoretical Secondary
AUDIENCE AND FORMAT: Both Text
AUTHOR: Keller, Fred S. & Ribes-Inesta, Emilio. (Eds.)
TITLE: Behavior modification: Applications to education.
SOURCE: New York: Academic Press, 1974.
COMMENTS: A book of readings by several authors. Includes chapters on applied research efforts in the special ed classroom and application of behavioral principles in University level instruction.

KEY TERM: Behavior Modification

NATURE AND TYPE OF CONTENT: Theoretical Secondary
AUDIENCE AND FORMAT: Trainer Text
AUTHOR: Kiernan, C. C. & Woodford, C. P. (Eds.)
TITLE: Behavior modification with the severely retarded: Study group 8 of the Institute for Research into Mental and Multiple Handicap.
SOURCE: Amsterdam, New York: 1975.
COMMENTS: This volume contains the proceedings of a national study group held in December 1974 in Great Britain. It contains a discussion of issues arising from application of behavior modification to the education of the severely retarded. It is targeted for educational psychologists, social workers, teachers with prior background. Topics include techniques, program suggestions and guidelines.

KEY TERM: Behavior Modification

NATURE AND TYPE OF CONTENT: Applied, Theoretical Secondary
AUDIENCE AND FORMAT: Trainer Text
AUTHOR: Krasner, L. & Ullman, L. (Eds.)
TITLE: Research in behavior modification.
SOURCE: New York: Holt, Rinehart & Winston, 1965. (MDC-00413)
COMMENTS: An extensive collection of research articles by different behavioral scientists on a range of behavior change techniques.

KEY TERM: Behavior Modification

NATURE AND TYPE OF CONTENT: Applied Primary
AUDIENCE AND FORMAT: Trainer Text
AUTHOR: Leitenberg, Harold. (Ed.)
TITLE: Handbook of behavior modification and behavior therapy.
SOURCE: Englewood Cliffs: Prentice Hall, Incorporated, 1976.
COMMENTS: Thorough overview of behavioral treatment techniques. Includes application to specific disorders i.e. alcoholism, eating disorders, depression; and application to adults, children and adolescents. Research relevantly reported in context of application.

KEY TERM: Behavior Modification

NATURE AND TYPE OF CONTENT: Applied Primary
AUDIENCE AND FORMAT: Trainee Text
AUTHOR: Malott, Richard W.
TITLE: Behavior analysis and behavior modification: An introduction.
SOURCE: 1978
COMMENTS: Targeted toward college level Introduction to Psychology students, the authors report the text is at an eleventh-grade reading level. It includes basic concepts and principles of behavior analysis and behavior modification. Practical application examples are drawn from everyday life, as well as clinical case studies. Study objectives, and content outlines are included in most chapters.

KEY TERM: Behavior Modification

NATURE AND TYPE OF CONTENT: Applied, Theoretical Primary
AUDIENCE AND FORMAT: Trainee Text
AUTHOR: Martin, Garry.
TITLE: Behavior Modification: What it is and how to do it.
SOURCE: Englewood Cliffs, New Jersey: Prentice Hall, 1978.
COMMENTS: Intended for students and practitioners, the book assumes no prior background in psychology or behavior modification. Presents basic principles, and procedures, with numerous applications in everyday life as well as the clinical setting. Study questions and exercises are presented after each chapter with advanced discussion and reference following.

KEY TERM: Behavior Modification

NATURE AND TYPE OF CONTENT: Applied Secondary
AUDIENCE AND FORMAT: Trainee Text
AUTHOR: Poteet, James A.
TITLE: Behavior modification: A practical guide for teachers.
SOURCE: 1973
COMMENTS: Written for the practicing teacher, or teacher-in-training, according to the author. Outlines procedures and provides formats for identifying, and measuring behavior. Principles of behavior modification are briefly described with suggested applications, and methods of evaluation.

KEY TERM: Behavior Modification

NATURE AND TYPE OF CONTENT: Theoretical Secondary
AUDIENCE AND FORMAT: Trainer Text
AUTHOR: Redd, Wm. H.
TITLE: Behavior modification: Behavioral approaches to human problems.
SOURCE: 1979
COMMENTS: The text is intended for undergraduate and graduate level students with at least one preliminary psychology course. Included are: historical perspectives, applications with children, with adults, and legal issues related to behavioral interventions. Applications are organized according to problems and include juvenile delinquency, anxiety, and sexual variations.

KEY TERM: Behavior Modification

NATURE AND TYPE OF CONTENT: Applied, Theoretical Secondary
AUDIENCE AND FORMAT: Trainer Text
AUTHOR: Sherman, Robert.
TITLE: Behavior modification: Theory and practice.
SOURCE: 1973
COMMENTS: Intended as a college level text. Includes an introduction to psychotherapy, a chapter on basic concepts of learning, and behavioral treatments. Methods presented include operant conditioning and extinction, desensitization, social modeling, expressive training, aversion therapy and self- control. A list of advanced readings on behavior modification is included.

KEY TERM: Behavior Modification

NATURE AND TYPE OF CONTENT: Applied, Theoretical Primary
AUDIENCE AND FORMAT: Trainee Text
AUTHOR: Sundel, Martin.
TITLE: Behavior modification in the human services: A systematic introduction to concepts and application.

SOURCE: 1975
COMMENTS: Intended as an introduction to behavioral concepts and techniques for students and social service practitioners. The text presents concepts in order of increasing complexity and chapters are followed by post-test questions. A course pre and post-test are also presented.

KEY TERM: Behavior Modification

NATURE AND TYPE OF CONTENT: Applied Secondary
AUDIENCE AND FORMAT: Trainee Text
AUTHOR: Sulzer, Beth and Mayer, G. Roy.
TITLE: Behavior modification procedures for school personnel.
SOURCE: Hinsdale, Illinois: Dryden Press, 1972.
COMMENTS: According to the authors, the text is pragmatically oriented toward elementary and high school educators. Preceding each chapter, specific learning objectives are listed; field tested practical exercises follow major sections within chapters. A glossary of terms is included.

KEY TERM: Behavior Modification

NATURE AND TYPE OF CONTENT: Applied Primary
AUDIENCE AND FORMAT: Trainee 35mm slides & cassette tape, 18 min
AUTHOR:
TITLE: Modeling: A work adjustment technique.
SOURCE:
COMMENTS: An introduction to the technique of modeling; with specific application to a sheltered workshop setting.

KEY TERM: Behavior Modification

NATURE AND TYPE OF CONTENT: Applied Secondary
AUDIENCE AND FORMAT: Trainer Text
AUTHOR: Thomas, Edwin J. (Ed.)
TITLE: Behavior modification procedures: A sourcebook.
SOURCE: Chicago: Aldine Publishers, 1974.
COMMENTS: Targeted to the professional, or student with a background in behavioral principles, and basic modification techniques. The book includes advanced techniques of obtaining information, recording systems, graphing data.

KEY TERM: Behavior Modification

NATURE AND TYPE OF CONTENT: Applied Primary
AUDIENCE AND FORMAT: Trainer Text
AUTHOR: Thompson, Travis & Grabowski, John. (Ed.)
TITLE: Behavior modification of the mentally retarded.
SOURCE: New York: Oxford Press, 1977.

COMMENTS: Content includes a history of treatment of the mentally retarded, a behavioral approach to treatment, and descriptions of several behavior change programs within institutions.

KEY TERM: Behavior Modification

NATURE AND TYPE OF CONTENT: Applied Primary
AUDIENCE AND FORMAT: Trainee Text
AUTHOR: Walker, James Edwin.
TITLE: Behavior modification: A practical approach for educators.
SOURCE: St. Louis: Mosby, 1976.
COMMENTS: Emphasis is on noncationtechnical language and practical application of behavioral techniques. Targetted for teachers and para-professionals. For use in elementary and secondary regular classrooms. Includes quizzes for content mastery, examples of work sheets and forms suggested for use in behavior modification application and reference list.

KEY TERM: Behavior Modification

NATURE AND TYPE OF CONTENT: Applied Secondary
AUDIENCE AND FORMAT: Trainee
AUTHOR: Hall, Robert Vance.
TITLE: Behavior modification: The measurement of behavior.
SOURCE: Kansas: H & H Enterprises, Inc., 1974.
COMMENTS: Briefly presents basic techniques of behavior measurement and observational recording. Provides simplified definitions of respondent and operant behavior and graphing techniques. Related statistical methods are presented in very basic terms. Intended audience is the layperson with a prior related background.

KEY TERM: Behavior Principles

NATURE AND TYPE OF CONTENT: Applied, Theoretical Secondary
AUDIENCE AND FORMAT: Trainee Text
AUTHOR: Ferster, Charles B.
TITLE: Behavior principles.
SOURCE: Englewood Cliffs, New Jersey: 1975.
COMMENTS: Designed as an introductory text, detailed suggestions for its use by the trainer are presented. Each chapter is outlined, and includes a study guide, and list of technical terms for the student/trainee. Discussion outlines for the teacher/trainer are also presented.

KEY TERM: Behavior Therapy and Counseling

NATURE AND TYPE OF CONTENT: Applied Secondary
AUDIENCE AND FORMAT: Trainer Text

AUTHOR: Bellack, A. S. & Hersen, M. (Eds.)
TITLE: Behavior therapy in the psychiatric setting.
SOURCE: 1978
COMMENTS: An advanced text devoted to the practice of behavior therapy in psychiatric settings. Contributing authors cover the broad areas of basic features of behavioral applications, inpatient applications and outpatient applications. Ward- wide progams, as well as individual treatment is described.

KEY TERM: Behavior Therapy and Counseling

NATURE AND TYPE OF CONTENT: Applied, Theoretical Secondary
AUDIENCE AND FORMAT: Trainer Text
AUTHOR: Lanyon, Richard & Lanyon, Barbara.
TITLE: Therapy: A clinical introduction.
SOURCE: Reading, Massachusetts: Addison-Wesley Publishing Company, 1978.
COMMENTS: Targeted toward the professional practitioner, and the student of clinical psychology, the authors describe the text as a primer on behavior therapy. Provides extensive case applications, and some recent research.

KEY TERM: Behavior Therapy and Counseling

NATURE AND TYPE OF CONTENT: Applied, Theoretical Secondary
AUDIENCE AND FORMAT: Trainer Text
AUTHOR: Marlott, G. Alan & Nathan, Peter E.
TITLE: Behavioral approaches to alcoholism.
SOURCE: New Brunswick, New Jersey: 1978.
COMMENTS: A comprehensive overview of recent research concerning behavioral approaches to alcoholism. Includes a description of the dimensions of the alcoholism problem in the U.S.

KEY TERM: Behavior Therapy and Counseling

NATURE AND TYPE OF CONTENT: Applied, Theoretical Secondary
AUDIENCE AND FORMAT: Trainer Journal article
AUTHOR: Association for Advancement of Behavior Therapy.
TITLE: Behavior therapy.
SOURCE: New York: Academic Press.
COMMENTS: Published 5 times annually, the journal represents the Association for the Advancement of Behavior Therapy.

COMPETENCY 5:

Client Supervision

DEFINITION:

Relates to use of appropriate techniques for supervising clients while providing services to them.

KEY TERMS:

Client Supervision..... 5-2 - 5-3
Employee Communication..... 5-4
Job Motivation..... 5-4

KEY TERM: Client Supervision

NATURE AND TYPE OF CONTENT: Applied General
AUDIENCE AND FORMAT: Trainee, Trainer Text
AUTHOR: Schmidt, P.
TITLE: Work adjustment manual for goodwill industries.
SOURCE: Washington, D.C.: Goodwill Industries of America, 1978. (MDC-00473)
COMMENTS: Guidelines for development and administration of a work adjustment training center. Defines work adjustment, work adjustment client, personal adjustment, job placement & employment. Outlines objectives of work adjustment trng. Planning the work adjustment program is discussed in terms of a survey of community needs and resources, forming of advisory committee and providing financing. Describes professional services as well as administrative. Operating procedures and techniques are delineated. Includes a supervisor's guide to observing and reporting client progress and an instruction section.

KEY TERM: Client Supervision

NATURE AND TYPE OF CONTENT: Applied Specific
AUDIENCE AND FORMAT: Trainee, trainer Journal Article
AUTHOR: Tizard, J.
TITLE: The effects of different types of supervision on the behavior of mental defectives in a sheltered workshop.
SOURCE: American Journal of Mental Deficiency, 1953, 58, 143-161. (MDC-00570)
COMMENTS: A group of high-grade mentally defective adolescent males in a workshop were studied regarding the effects of three different types of discipline - strict, friendly, and laissez-faire. Nurses' uses of behavior measures such as time samplings and nurses' rankings are described.

KEY TERM: Client Supervision

NATURE AND TYPE OF CONTENT: Applied Specific
AUDIENCE AND FORMAT: Trainee, Trainer Journal Article
AUTHOR: Lee, J.
TITLE: Procedural changes and client outcome in a work adjustment facility.
SOURCE: Vocational Evaluation and Work Adjustment Bulletin, 1975, 8 (1), 26-30. (MDC-01240)
COMMENTS: Results of a study suggest that time can be reduced and success can be increased in work adjustment by the following interventions: increased client participation, development of a comprehensive rehabilitation plan, increase in on-the- job guidance, and behavior modification with monetary reinforcement.

KEY TERM: Client Supervision

NATURE AND TYPE OF CONTENT: Applied Specific
AUDIENCE AND FORMAT: Trainee, Trainer Journal Article
AUTHOR: Leshner, S. & Snyderman, G.
TITLE: Evaluating personal characteristics from a client's work history.
SOURCE: Personnel and Guidance Journal, 1963, 42(1), 56-59. (MDC-00152)
COMMENTS: Discusses common elements to all work situations which may provide evaluative information about the client such as reaction to supervision, guidelines, interpersonal relationships, responsibility.

KEY TERM: Client Supervision

NATURE AND TYPE OF CONTENT: Applied, Specific
AUDIENCE AND FORMAT: Trainee, Trainer Text
AUTHOR: Goldston, L., Pollack, R. & Soloff, A.
TITLE: Observation and client evaluation in workshops: A guide and a manual.
SOURCE: Menomonie, Wisconsin: University of Wisconsin-Stout, Materials Development Center, 1973. (MDC-00894)
COMMENTS: A guide and manual developed at the Chicago Jewish Vocational Service and Research Utilization Laboratory and designed to a) help floor supervisors improve their observational skills and their skills in making inferences from observations, and b) to help floor supervisors learn about the kinds of client behavior in work programs that have been found to be indicators of success or failure at work. Twelve areas of client work behavior are presented as the basis upon which to make observations. (SRS Grant No. 22-P-55182).

KEY TERM: Client Supervision

NATURE AND TYPE OF CONTENT: Applied, Specific
AUDIENCE AND FORMAT: Trainee, Trainer Journal Article
AUTHOR: Emener, W. G.
TITLE: Clinical supervision in rehabilitation settings.
SOURCE: Journal of Rehabilitation Administration, Inc., 2 (2), 1978.
COMMENTS: Although a majority of the anecdotal references and the 27 references to theoretical and research literature refer to supervision of rehabilitation counselors, the following paper utilizes a phenomenological/behavioral approach in its presentation of numerous qualities of clinical supervisors, a counselor's-counselor model of supervision, ADL aspects of supervision, and parallels to a generic helping process and the importance of modeling, reveal many relevant ideas. Applicable to the supervision of vocational evaluations, work adjustment specialists, and rehabilitation technicians, among others.

KEY TERM: Employee Communication

NATURE AND TYPE OF CONTENT: Applied Specific
AUDIENCE AND FORMAT: Trainee Journal Article
AUTHOR: Levine, E. L.
TITLE: Let's talk: Effectively communicating praise.
SOURCE: Supervisory Management, 25 (9), 1980.
COMMENTS: There are do's and don'ts to consider when thinking about using praise to motivate a subordinate. Stresses that to enjoy the positive consequences of praise and avoid its pitfalls, a supervisor needs to know as much as possible about this powerful, low-cost means for enhancing employee performance.

KEY TERM: Job Motivation

NATURE AND TYPE OF CONTENT: Applied, Specific
AUDIENCE AND FORMAT: Trainee, Trainer Journal Article
AUTHOR: Ward, Ernest H.
TITLE: Elements of an employee motivation program.
SOURCE: Personnel Journal, March, 1974, 53, 205-208.
COMMENTS: This article describes employee motivation in an industrial environment, i.e., what can be done, in practical terms, to bring about more widespread acceptance by employees of organizational goals and a greater desire to work towards them.

KEY TERM: Job Motivation

NATURE AND TYPE OF CONTENT: Applied Specific
AUDIENCE AND FORMAT: Trainer, Trainee Journal Article
AUTHOR: Wofford, J.C.
TITLE: The motivational bases of job satisfaction and job performance.
SOURCE: Personnel Psychology, Fall, 1971, 24, 501-518.
COMMENTS: Questionnaires administered regarding job satisfaction, need gratification, expectation, and critical satisfaction incidents to 207 white & blue collar employees of 4 firms; these employees work performance was rated by supervisors. Several hypotheses regarding the interaction of job needs, satisfaction and performance were formulated and tested. The resulting data are discussed in detail, particularly with reference to three major theories about such interactions. In general, the expectancy theory was more strongly supported than the Maslow's need hierarchy or the two-factor theory.

COMPETENCY 6:

General Client Programming

DEFINITION:

Relates to activities and technologies for developing and implementing a general adjustment service which optimizes referral and community resources (i.e., other services, other persons significant to the client) and adjustment technologies.

KEY TERMS:

Adjustment Model Program.....	6-2 - 5-3
Adjustment Services Development.....	6-3
Case Studies.....	6-3 - 6-4
Community.....	6-4 - 6-8
Community Adjustment.....	6-8
Community Resources.....	6-8 - 6-10
General Adjustment Program.....	6-10
Referral Resources.....	6-10
Work Adjustment Plan.....	6-10 - 6-12
Work Adjustment Program.....	6-12

KEY TERM: Adjustment Model Program

NATURE AND TYPE OF CONTENT: Applied General (secondary)
AUDIENCE AND FORMAT: Trainer, Trainee Text
AUTHOR: Osborn, W., Boycan, G. & Haggard, D.
TITLE: Development of a program of instruction for WIN employability orientation.
SOURCE: Alexandria, Virginia: Human Resources Research Organization, 1972. (MDC-00740)
COMMENTS: Final report of DOL sponsored project in which goal was to produce specific guidelines and instruction for use by WIN project staff in developing and conducting an orientation program to prepare the unemployed and unemployable for job entry. A model program is described which includes curriculum elements, training objectives, instructional methods and procedures, and measures for evaluating individual trainee needs. Areas covered are: food, clothing, health, child care, family relations, money management, community resources and self-concept, among others.

KEY TERM: Adjustment Model Program

NATURE AND TYPE OF CONTENT: Applied Primary
AUDIENCE AND FORMAT: Trainer, Trainee Training Manual
AUTHOR: Osborn, W., et al.
TITLE: An insructional program for employability orientation.
SOURCE: Alexandria, Virginia; Human Resources Research Organization, 1972. (MDC- 00765)
COMMENTS: An instructional manual which is the product of the DOL research project entitled Development of a Program of Instruction for WIN Employability Orientation. Instructional units included: food, clothing, health, child care, family relations, money management, community resources, self-concept, vocational goals, grooming and hygiene, job searching, job application, test taking, job interviewing, job assessment, job performance, employee relations, and company and union policies.

KEY TERM: Adjustment Model Program

NATURE AND TYPE OF CONTENT: Applied Primary
AUDIENCE AND FORMAT: Trainer, Trainee Text
AUTHOR: Blakeslee, B. & Gallo, A.
TITLE: Diversified occupations program for the handicapped senior: "Satellite approach" 1973-74.
SOURCE: Sykesville, Pennsylvania: Nupp Publishing Company, 1973. (MDC-00816)
COMMENTS: A currculum guide designed to help handicapped adolescents of high school age become self-sufficient and independent members of adult society. Includes description of the work study educational work program & the following study units: finding

a job, budgeting, banking, income taxes, grooming, family living, etc. Occupational skill development units described are: laundry/pressing, merchandising, materials handling, secretarial, shoe repair, and appliance repair. The manual was developed cooperatiely by Goodwill Industries of North Central PA and Jefferson County--Dubois Area Vocational-Technical School.

KEY TERM: Adjustment Services Development

NATURE AND TYPE OF CONTENT: Applied Primary
AUDIENCE AND FORMAT: Trainee, Training Text
AUTHOR: Georgia Division of Vocational Rehabilitation.
TITLE: Adjustment services program.
SOURCE: Atlanta, Georgia: Author, 1974. (MDC-001355)
COMMENTS: Manual's purpose is to provide a model/curriculum for adjustment services and is particularly useful for professionals in developing and operating an adjustment program on a day-to-day basis. It is divided into the following units: work adjustment including basic work habits, social adjustment personal adjustment; community adjustment. Each major unit also contains a suggested format for evaluating the content of the unit. A section listing commercially available resource materials pertaining to the units is included.

KEY TERM: Adjustment Services Development

NATURE AND TYPE OF CONTENT: Applied Specific
AUDIENCE AND FORMAT: Trainer, Trainee Journal article
AUTHOR: Sawyer, H.
TITLE: Adjustment: A systems approach.
SOURCE: Journal of Rehabilitation, 1972, 38 (4), 33-36. (MDC-00759)
COMMENTS: Applications of systems approach technology to the process of adjustment services in the rehabilitation facility. Included is the establishment of outcome goals as behavioral objectives, the necessity of feedback, client- counselor involvement in the plan, and evaluation of outcomes. A flow chart is presented and each step is discussed as it relates to the overall systems approach.

KEY TERM: Case Studies

NATURE AND TYPE OF CONTENT: Applied Specific
AUDIENCE AND FORMAT: Trainee Journal Article
AUTHOR: Barton, E. (Ed.)
TITLE: Topical review, rev. of Button, W., Client behavior in sheltered workshops: Two case studies
SOURCE: Vocational Evaluation and Work Adjustment Bulletin, 1971,4 (1), 21-24. (MDC-00668)

COMMENTS: A review of Client Behavior in Sheltered Workshops: Two Case Studies by W. Button.

KEY TERM: Case Studies

NATURE AND TYPE OF CONTENT: Applied Specific
AUDIENCE AND FORMAT: Trainee Journal Article
AUTHOR: Gustin, Q. & Petterssen, R.
TITLE: From vocational evaluation to job training: What can go wrong - a case study.
SOURCE: Vocational Evaluation and Work Adjustment Bulletin, 1978, 11 (3), 23-28. (MDC-01991)
COMMENTS: Explores the problem of the rehabilitation process breaking down when an individual is referred from one agency to another. Using a case study approach, the possible roots of such agency difficulties are discussed. Suggests ways that these problems might be avoided.

KEY TERM: Case studies

NATURE AND TYPE OF CONTENT: Applied Specific
AUDIENCE AND FORMAT: Trainee Text
AUTHOR: Butz, G. & De Risi, W.
TITLE: Writing behavioral contracts: A case simulation practice manual.
SOURCE: Champaign, Illinois: Research Press, 1975. (MDC-01304)
COMMENTS: A case simulation practice manual designed to teach basic concepts in behavioral counseling and the writing of behavioral contracts. Contracting is a technique to structure behavioral counseling by making each of the necessary elements so clear and explicit that they may be written into an agreement for behavior change that is understandable and acceptable to eveyone included.

KEY TERM: Case Studies

NATURE AND TYPE OF CONTENT: Applied Specific
AUDIENCE AND FORMAT: Trainee Text
AUTHOR: Lubow, B., et al
TITLE: Client behavior in sheltered workshops: Two case studies.
SOURCE: Ithaca, New York: Cornell University, Region II Rehabilitation Research Institute, 1969. (MDC-00458)
COMMENTS: Case study reports of two disabled clients with contrasting capabilities. Discusses the work observation behavior scheme, designed to quantitatively measure client behaviors in a facility. Illustrates relationship between the behavior of a client and his environment.

KEY TERM: Community

NATURE AND TYPE OF CONTENT: Applied Specific
AUDIENCE AND FORMAT: Trainee Text
AUTHOR: Jacobs, A., Weingold, J. & Dubrow, M.
TITLE: The sheltered workshop: A community rehabilitation resource for the mentally retarded.
SOURCE: New York: New York State Association for Retarded Children, Inc., 1962. (MDC-00444)
COMMENTS: A handbook designed to cover a wide range of aspects in the operation of a sheltered facility for the mentally retarded. Includes problems and issues in the rehabilitation of the mentally retarded, a description and discussion of vocational rehabilitation services within the workshop such as case finding, vocational and psychological evaluation, personal adjustment services, and placement and follow-up. Business, financial operation, wage and hour information, and client pay also included.

KEY TERM: Community

NATURE AND TYPE OF CONTENT: Applied Specific
AUDIENCE AND FORMAT: Trainee Journal Article
AUTHOR: Trybus, R. & Lacks, P.
TITLE: Modification of vocational behavior in a community agency for mentally retarded adolescents.
SOURCE: Rehabilitation Literature, 1972, 33 (9), 258-266. (MDC-00746)
COMMENTS: Report of a study conducted by the Bahavioral Training Unit (BTU) of St. Louis JEVS to determine the applicability of operant methods to the vocationally related behaviors of non-institutionalized, homebound adolescent retardates who presented behavioral problems that prevented their entrance into or continuation in community service agencies for the retarded. Describes some of the clients served, the training unit staff, and a detailed presentation of the procedures used in the study.

KEY TERM: Community

NATURE AND TYPE OF CONTENT: Applied General
AUDIENCE AND FORMAT: Trainee Text
AUTHOR: House, F., et al
TITLE: Vocational rehabilitation in a voluntary community hospital.
SOURCE: Ann Arbor, Michigan: St. Joseph Mercy Hospital, 1965. (MDC-00191)
COMMENTS: A final grant report designed to study comprehensive rehabilitation in a general hospital and formulate a model program. Contains a full description of the rehabilitation program in operation at St. Joseph's Mercy Hospital of Ann Arbor. Report includes information on psychological evaluation, vocational evaluation, personal and occupational adjustment training. Jobs within the hospital confines were used as evaluation stations.

KEY TERM: Community

NATURE AND TYPE OF CONTENT: Applied Specific
AUDIENCE AND FORMAT: Trainee Journal Article
AUTHOR: Barton, E. (Ed.)
TITLE: The non-professional as a community behavior change team member. In Tharp, R. and Metzel, R. Behavior modification...natural environment.
SOURCE: Vocational Evaluation and Work Adjustment Bulletin, 1975, 8 (4), 54-61. (MDC-01342)
COMMENTS: Reviews the above book and discusses the authors' approach and procedure to behavior change in community settings and how to help mediators to be a part of the behavioral solution.

KEY TERM: Community

NATURE AND TYPE OF CONTENT: Applied Specific
AUDIENCE AND FORMAT: Trainee, Trainer Text
AUTHOR: Barton, E. (Ed.)
TITLE: Adjustment services for clients with mental health problems: A community-based enterprise, revision of Lamb. H., et al.
SOURCE: Vocational Evaluation and Work Adjustment Bulletin, 1972, 5 (3), 33-38. (MDC-00715)
COMMENTS: Review of a book, Rehabilitation in Community Mental Health, by H. Lamb, et al., which provides insights and information on community-based approaches and resources for rehabilitation of the mentally ill.

KEY TERM: Community

NATURE AND TYPE OF CONTENT: Applied Specific
AUDIENCE AND FORMAT: Trainee Journal article
AUTHOR: McPhail, J. & Harris, A.
TITLE: Business community assistance in evaluation and training: An example.
SOURCE: Vocational Evaluation and Work Adjustment Bulletin, 1977, 10 (1), 40-43. (MDC-01629)
COMMENTS: Describes an on-the-job evaluation and training program in which clients are placed in motel operations following an initial evaluation in the sheltered workshop. Importance of close follow-up is stressed.

KEY TERM: Community

NATURE AND TYPE OF CONTENT: Applied Specific
AUDIENCE AND FORMAT: Trainee Journal Article
AUTHOR: Jones, W.
TITLE: Preparing blind persons for community work experience.
SOURCE: Vocational Evaluation and Work Adjustment Bulletin, 1976, 9 (3), 28-31. (MDC-01540)

COMMENTS: Describes the work experience program for blind clients at the Gateway Hope Center in Florida. Information is included regarding the establishment of community work sites, preparation of the client before such placement, and outcomes of the programs.

KEY TERM: Community

NATURE AND TYPE OF CONTENT: Applied Specific
AUDIENCE AND FORMAT: Trainee, Trainer Journal Article
AUTHOR: Green W.
TITLE: Development of community based work evaluation sites.
SOURCE: Journal of Minnesota Rehabilitation Counseling, 1973, 3 (1), 8-11. (MDC-00852)
COMMENTS: Four steps are discussed in the development of job evaluation sites including consideration of client capabilities and needs, researching the employer, initial employer contact, and follow-up contact. Technical problems such as FICA, Workmen's Compensation and other payroll taxes are also discussed.

KEY TERM: Community

NATURE AND TYPE OF CONTENT: Applied Specific
AUDIENCE AND FORMAT: Trainee Text
AUTHOR: Dunn, D. & Korn, T.
TITLE: Commnity based rehabilitation services for youthful offenders in a rural area.
SOURCE: Menomonie, Wisconsin: University of Wisconsin-Stout, Research and Training Center, 1973. (MDC-00837)
COMMENTS: Reports the results of a pilot demonstration project for providing vocational evaluation, vocational awareness, and other rehabilitation services for rural youthful offenders. A description and evaluation of the program and programming recommendations are included.

KEY TERM: Community

NATURE AND TYPE OF CONTENT: Applied Specific
AUDIENCE AND FORMAT: Trainee, Trainer Text
AUTHOR: Caruth Memorial Rehabilitation Center.
TITLE: Work adjustment training for mentally retarded young people in a community setting.
SOURCE: Dallas, Texas: Author, 1969.
COMMENTS: Final report and a follow-up of clients in a three-year project to provide evaluation and training for mentally retarded clients 16 to 39 years old. Report contains detailed information of the population of the study, the procedures of admission and evaluation, staff and the outcome of the study.

KEY TERM: Community

NATURE AND TYPE OF CONTENT: Applied Specific
AUDIENCE AND FORMAT: Trainee Text
AUTHOR: Goertzel, V., et al.
TITLE: Coordinating hospital and community work adjustment services.
SOURCE: Los Angeles: Camarillo State Hospital and Jewish Vocational Service, 1967. (MDC-00486)
COMMENTS: Final report of project to 1) use work as a therapeutic instrument to help patients leave the hospital, 2) to help formerly hospitalized patients remain in the community and 3) to raise their overall leval of functioning. Contents of the report include descriptions of the hospital phase of treatment and the community workshop phase. Findings relate to development of motivation in the patient, support by ward personnel, necessity for administators to make adjustment, and the patient's need for a variety of experiences and development of social skills.

KEY TERM: Community Adjustment

NATURE AND TYPE OF CONTENT: Applied Specific
AUDIENCE AND FORMAT: Trainee Text
AUTHOR: Dejung, J.
TITLE: Development of a self-description test to measure community adjustment of mildly retarded young adults. Working Paper 75.
SOURCE: Oregon: University of Oregon, Rehabilitation Research and Training Center, 1974.
COMMENTS: Discusses development of a test to measure how former special class students are adjusting to their post high school world. Counselors identified their more and least successfully functioning clients, and the differences between these groups were examined in order to develop testing procedures.

KEY TERM: Community Resources

NATURE AND TYPE OF CONTENT: Applied Specific
AUDIENCE AND FORMAT: Trainee Text
AUTHOR: Sturman, Jr., Worley, B. & Forster, J.
TITLE: Vocational evaluation - exploration and resocialization using community job stations...live-in teaching facility.
SOURCE: Everett, Washington: The Delta Foundation for Rehabilitation and Research, 1969. (MDC-00335)
COMMENTS: Final report of a project conducted to provide vocational exploration and evaluation for dependent handicapped individuals by using work stations in business establishments in the community. Work stations were in the unskilled, semi-skilled, skilled, clerical, service, and sheltered workshop areas. A completete listing of the work stations provided by the business is included in the publication. Also included are results and methods of the study and follow-up information.

KEY TERM: Community Resources

NATURE AND TYPE OF CONTENT: Applied Specific
AUDIENCE AND FORMAT: Trainee Text
AUTHOR: Close, D.
TITLE: Community living for severely and profoundly retarded adults: A group home study.
SOURCE: In G. Bellamy (Ed.), Habitation of severely and profoundly retarded adults. Eugene, Oregon: Research and Training Center, University of Oregon, 1976. (MDC-01823)
COMMENTS: Severely and profoundly retarded institutionalized adults are studied in a group home setting. Program philosophy, training procedure, and evaluation methods are described. Information on self-help and social skill acquisition is presented. Results show a significant difference in skill acquisition from the experimental group compared to an institutional control group. The results are discussed in light of current normalization and deinstitutionalization movement. Recommendations for further research in habilitation, social skill training and maintenance, program evaluation, program cost and subject attitudes are presented.

KEY TERM: Community Resources

NATURE AND TYPE OF CONTENT: Applied Specific
AUDIENCE AND FORMAT: Trainee Text
AUTHOR: Miller, B.
TITLE: Vocational rehabilitation in a rural community.
SOURCE: San Luis Obispo, California: Achievement House, Inc., 1968. (MDC-00261)
COMMENTS: The final report of a project conducted by Achievement House Inc. Contains an overview of the development of Achievement House activities prior to the project: the general plans of the project; the work samples used in the evaluation and training which include greenhouse nursery stock operations, furniture refinishing, office practices, arts and crafts, fishing jigs, and self-inking stamp assembly; and results of the project.

KEY TERM: Community Resources

NATURE AND TYPE OF CONTENT: Applied Specific
AUDIENCE AND FORMAT: Trainee Text
AUTHOR: Sunrise School for the Retarded.
TITLE: Exceptional Children's School and Nursery Home, Inc.
SOURCE: Florida: Author, 1974.
COMMENTS: Final report of a program in social competency with a long range goal of insuring adequate functioning for trainable mentally retarded young adults in the non-institutional community setting. Outline of social competency skills appended.

KEY TERM: Community Resources

NATURE AND TYPE OF CONTENT: Applied Specific
AUDIENCE AND FORMAT: Trainee Text
AUTHOR: Chapple, E. D.
TITLE: Workshop community center for unmotivated adolescents.
SOURCE: New York: Research Foundation for Mental Hygiene, 1975.
COMMENTS: A workshop community center for unmotivated adolescents, aged 15-20, was established in South Bronx for demonstrating that a workshop offering substantive pay on an incentive basis can attract and hold older adolescents with severe behavioral problems, thus preventing their hospitalization or commitment to a correctional institution. Clients began working immediately but eventually the diagnostic programmed interaction interview (DPII) was administered to determine the kinds of problems clients had and what their potentialities were.

KEY TERM: General Adjustment Program

NATURE AND TYPE OF CONTENT: Applied General
AUDIENCE AND FORMAT: Trainer, Trainee Text
AUTHOR: Daniels, L. (Ed.)
TITLE: Vocational rehabilitation of the mentally retarded: A book of readings.
SOURCE: Springfield, Illinois: Charles C. Thomas, Publisher, 1974. (MDC-01330)
COMMENTS: A book of readings containing 73 chapters on various aspects of rehabilitating the mentally retarded. Major sections include Behavior Modification Approaches; Work Study Programs Vocational Adjustment Training; Vocational Training; Employment; Community Adjustment; Personnel.

KEY TERM: Referral Resources

NATURE AND TYPE OF CONTENT: Applied Specific
AUDIENCE AND FORMAT: Trainee Text
AUTHOR: Handelsman, R. & Wurtz, R.
TITLE: The validity of pre-vocational evaluation predictions in the community workshop.
SOURCE: Journal of Applied Rehab Counseling, 1971, 2 (1), 16-21. (MDC-00351)
COMMENTS: Also appears in W. Pruitt (Ed.), Readings in work evalua- tion - I. Menomonie, Wisconsin: University of Wisconsin- Stout, Institute for Vocational Rehabilitation, 1970. A report on the validity of a work sample program. Describes a work sample program and gives results of satisfactory vocational adjustment of clients following work sample evaluation.

KEY TERM: Work Adjustment Plan

NATURE AND TYPE OF CONTENT: Applied Specific
AUDIENCE AND FORMAT: Trainee Text
AUTHOR: Chigier, E.
TITLE: Study of the effect of a group approach on the behavior and productivity of mentally retarded adolescents...in Israel.
SOURCE: Israel Society for Rehabilitation of the Disabled, 1978.
COMMENTS: Describes various milieu therapy programs for the mentally retarded. Provides an overview of the facility and services offered at Achikam in Tel Aviv, Israel, focusing on work activities in a sheltered workshop setting, methodology of a group experiment in the shelteed workshop evaluating work behavior, general behavior and productivity. Also describes placement of one group in industry. Appendices contain work form samples, follow up report and newspaper reports. Includes tables.

KEY TERM: Work Adjustment Plan

NATURE AND TYPE OF CONTENT: Applied, General
AUDIENCE AND FORMAT: Trainee, Trainer Text
AUTHOR: Baker, R. & Sawyer, H.
TITLE: Adjustment services in rehab: Emphasis on human change. (Inside title: Guidelines for the development...rehab).
SOURCE: Auburn, Alabama: Auburn University, Rehabilitation Services Education, 1971. (MDC-00490)
COMMENTS: Examines concepts of adjustment presently being used in rehab facilities and recommends guidelines to help facility personnel develop adequate adjustment programs based upon the clientele and resources available. Defines and differentiates between the concepts of personal adjustment and adjustment training. Formatted in 6 sections. Sample forms include follow-up letters to client, employer and employee peformance form. Contains an extensive reference section on literature related to evaluation and adjustment.

KEY TERM: Work Adjustment Plan

NATURE AND TYPE OF CONTENT: Applied Specific
AUDIENCE AND FORMAT: Trainee Journal Article
AUTHOR: Baker, R.
TITLE: Determining the goals and techniques of adjustment services.
SOURCE: Rehabilitation Counseling Bulletin, 1972, 16, 29-40. (MDC-00699)
COMMENTS: Determination of adjustment goals are examined in regard to medical, economic, educational, social, psychological, and vocational areas. Six general techniques of adjustment services - individual counseling, group counseling, work experience, behavior modification, attitude therapy, and individual and classroom instruction - are defined with merits, objectives, and problems of each identified.

KEY TERM: Work adjustment plan

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: TraineeJournal article
AUTHOR: Sawyer, H.
TITLE: Adjustment: A systems approach.
SOURCE: Journal of Rehabilitation, 1972, 38 (4), 33-36. (MDC-00759)
COMMENTS: Applications of systems approach technology to the process of adjustment services in the rehabilitation facility. Included is the establishment of outcome goals as behavioral objectives, the necessity of feedback, client-counselor involvement in the plan, and evaluation of outcomes. A flow chart is presented and each step is discussed as it relates to the overall systems approach.

KEY TERM: Work Adjustment Plan

NATURE AND TYPE OF CONTENT: Applied Specific
AUDIENCE AND FORMAT: Trainee Journal Article
AUTHOR: Lee, J.
TITLE: Procedural changes and client outcome in a work adjustment facility.
SOURCE: Vocational Evaluation and Work Adjustment Bulletin, 1975, 8 (1), 26-30. (MDC-01240)
COMMENTS: Results of a study suggest that time can be reduced and success can be increased in work adjustment by the following interventions: increased client participation, development of a comprehensive rehabilitation plan, increase in on-the- job guidance, and behavior modification with monetary reinforcement.

KEY TERM: Work Adjustment Program

NATURE AND TYPE OF CONTENT: Applied General
AUDIENCE AND FORMAT: Trainer, Trainee Text
AUTHOR: Campbell, J. & O'Toole, R.
TITLE: Work adjustment: A dynamic rehabilitation process.
SOURCE: Cleveland: Vocational Guidance and Rehabilitation Service, 1970. (MDC-00424)
COMMENTS: A description of the work adjustment program, facility, staff, and clients at Voc Guidance & Rehab Svc. Includes discussion of client entry into work adjustment, the process goals, techniques of work adjustment, client problems occurring during work adjustment, placement and follow-up procedures, and characteristics of a work adjustment counselor, Includes other topics, i.e, client self-esteem; work confidence; improving personal relationships, physical stamina, concentration, dress and grooming. Case studies included.

COMPETENCY 7:

Rehabilitation as a Process

DEFINITION:

Relates to the theoretical foundations of adjustment, vocational and personal development, the impact of disability on rehabilitation, and the general state vocational rehabilitation program.

KEY TERMS:

Adjustment Process	7-2
Adjustment Services	7-2 - 7-3
Adjustment Techniques	7-3
Disabled Individual	7-3
Rehabilitation Facilities	7-3 - 7-4
Rehabilitation Process	7-4 - 7-7
Vocational Rehabilitation Process	7-7

KEY TERM: Adjustment Process

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, Trainer Text
AUTHOR: Campbell, J.L. & O'Toole, R.
TITLE: Work adjustment: A dynamic rehabilitation process.
SOURCE: Cleveland: Vocational Guidance and Rehabilitation Services, 19__.
COMMENTS: Describes a five year demonstration project that was conducted at the Vocational Guidance and Rehabilitation Svcs. (V.G.R.S.) of Cleveland in which 300 clients participated in a work adjustment program. Emphasizes the role of the work adjustment counselor upon the outcome of the clients. Several case studies are offered so the reader can gain further knowledge of the work adjustment program.

KEY TERM: Adjustment Services

NATURE AND TYPE OF CONTENT: Applied, general
AUDIENCE AND FORMAT: Trainer, Trainee Text
AUTHOR: Baker, R. & Sawyer, H.
TITLE: Adjustment services in rehabilitation: Emphasis on human change.
SOURCE: Auburn, Alabama: Auburn University, Rehabilitation Services Education, 1971. (MDC-00490)
COMMENTS: Examines concepts of adjustment now used in rehab facilities and recommends guidelines to help personnel develop adequate adjust programs based on clientele and resources available. Sec. 1 discusses purposes, goals, & techniques of adjustment & adjust trng. Sec. 2 deals w/analysis & individualization of adjust program. Sec. 3 structures a comprehensive adj. svcs program. Sec. 4 relates to general considerations for implementing adjust service programs. Sec. 5 suggests trng areas for adjust including community living, etc., Sec. 6 covers follow-up & includes suggestions & procedures. Contains extensive ref section on literature re: eval/adjust.

KEY TERM: Adjustment Services

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, Trainer Text
AUTHOR: National Clearinghouse of Rehabilitation Training Materials.
TITLE: Delivery of rehabilitation services, report from the study group on legislation.
SOURCE: San Antonio, Texas: Institute on Rehabilitation Issues, June 2-4, 1975.
COMMENTS: The purpose of this report is to examine the effect of changes in legislative mandates on service delivery in vocational rehabilitation and to identify key problem areas. Major topics examined are: role, visibility, and evaluation of vocational rehabilitation in state human service delivery

systems; goals and expectations, and current functioning in the system.

KEY TERM: Adjustment Techniques

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer journal article
AUTHOR: Sawyer, H. W. & Morgan, B. G.
TITLE: Adjustment techniques in transition.
SOURCE: Vocational Evaluation and Work Adjustment Bulletin, 14 (1), 1981.
COMMENTS: Explores techniques in adjustment services especially in relationship to innovative trends and selected strategies. The following areas of adjustment techniques were selected that appear to have direct relevance to a comprehensive approach to adjustment services: a) individual counseling, b) assertion training, c) biofeedback, d) modeling, e) microtraining. In each area, a review of the literature was conducted to determine innovative application to adjustment techniques used in rehabilitation settings.

KEY TERM: Disabled Individual

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee Text
AUTHOR: Rothschild, Constantine S.
TITLE: The sociology and social psychology of disability and rehabilitation.
SOURCE: New York: Random House, 1970.
COMMENTS: This is a comprehensive sociological exploration of the world of the disabled, and presents a highly provocative yet compassionate exposition of the organization and behavioral manifestations of physical disability. Topics covered are: societal response to disability, the career of the disabled, the sociology and social psychology of disability and of rehabilitation, disability and work, the successful rehabilitant and after rehabilitation.

KEY TERM: Rehabilitation Facilities

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Tainee, trainer Text_
AUTHOR: University of Wisconsin-Stout Research & Training Center.
TITLE: Rehabilitation facilities: A resource in the vocational rehabilitation of the severely handicapped.
SOURCE: Dallas, Texas: Fourth Institute on Rehabilitation Issues, May 31-June 2, 1977.
COMMENTS: This training aid was developed around three major elements. The vocational needs of the severely handicapped; the service programs of facilities to meet those needs; and the

factors in the internal and external environments of facilities which influence their service programs. Problematic issues covered include: identification of vocational development needs, vocational evaluation programs, work adjustment programs; employment/activity programs; vocational placement; community organization; staffing and training, funding client disincentives to facility program participation, and administrative leadership.

KEY TERM: Rehabilitation Process

NATURE AND TYPE OF CONTENT: Theoretical/applied Specific
AUDIENCE AND FORMAT: Trainee, Trainer Text
AUTHOR: Rubin, S.E. & Roessler, R. T.
TITLE: Foundation of the vocational rehabilitation process.
SOURCE: Baltimore, Maryland: University Park Press, 1978.
COMMENTS: The book provides historical, philosophical, theoretical and operational foundations for the process of voc rehab. It can play many educational roles in both pre-service and in-service training. It is designed to introduce the university student to the field of rehab and offers concrete examples of the counselor's role, casework considerations, and the relationship of client evaluation to case planning. Also a valuable resource for in-service training directors who must develop effective training programs for practicing rehabilitation counselors.

KEY TERM: Rehabilitation Process

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, Trainer Journal article
AUTHOR: Baker, R. J.
TITLE: Personal adjustment thru the rehabilitation process - doesn't happen by accident.
SOURCE: Vocational Evaluation and Work adjustment Bulletin, 1981, 14 (1).
COMMENTS: The article deals with how the rehab professional needs to become much more involved in understanding how to help people evaluate themselves and through this evaluation find effective ways to become as fully functioning, and thus, as independent as possible. Discusses principles that need to be incorporated in the adjustment process to teach people to adjust their behavior to the environment(s) they are to live in, and thus become as independent as possible.

KEY TERM: Rehabilitation Process

NATURE AND TYPE OF CONTENT: Applied, general
AUDIENCE AND FORMAT: Trainer, Trainee Text

AUTHOR: Hoffman, P.
TITLE: Work evaluation and work adjustment.
SOURCE: In P. Affleck, F. DeCapot & J. Szufnaro[illegible]i (Eds.), Proceedings of Short Term Training Institute on Work Adjustment-Vocational Evaluation Services. Hyannis, Massachusetts & Connecticut Association of Sheltered Workshops and Homebound Programs, 1969. (MDC-00283)
COMMENTS: Discusses work evaluation and adjustment as separate, related techniques. Defines voc eval and work eval. Specific techniques of work eval and their advantages/disadvantages are presented. Psychometric testing merits and limitations are also included. Relates work task, work situation, and work environment to concepts of work eval and work adjust. Contains information on staffing and refers to the many types of individual voc backgrounds & knowledges which may contribute to the evaluation process.

KEY TERM: Rehabilitation Process

NATURE AND TYPE OF CONTENT: Applied, general
AUDIENCE AND FORMAT: Trainee Text
AUTHOR: Bitter, J. A.
TITLE: Introduction to rehabilitation.
SOURCE: St. Louis: C.V. Mosby Co., 1979.
COMMENTS: The book is intended to serve as an overview of rehabilitation as practiced in the U.S. Its emphasis is vocational to reflect the past and present state of the art in this country's public-private rehab proram. Geared toward college introductory courses in rehab counseling. Provides extensive background information on the history of the rehabilitation program and offers a section on the psychological and vocational adjustment of the disabled.

KEY TERM: Rehabilitation Process

NATURE AND TYPE OF CONTENT: Applied, general
AUDIENCE AND FORMAT: Trainee Text
AUTHOR: Malikin, D. & Rusalem, H.
TITLE: Vocational rehabiliation of the disabled: An overview.
SOURCE: New York, New York: University Press, 1969.
COMMENTS: This book reflects the increasing and massive development of the rehabilitation enterprise over the years. It resulted from an experimental lecture program conducted at various universities and consists of 15 lectures. The chapters are based on these lectures, which ranged over the field of vocational rehabilitation and were delivered by distinguished educators, psychologists, and government officials who have extensive competence in rehab. practice.

KEY TERM: Rehabilitation Process

NATURE AND TYPE OF CONTENT: Applied, general
AUDIENCE AND FORMAT: Trainee Training manual
AUTHOR: McGowan, J.F. & Porter, T. L.
TITLE: An introduction to: Vocational rehabilitation process.
SOURCE: Washington, D.C.: US Department of Health, Education and Welfare, Vocational Rehabilitation Administration, 1967.
COMMENTS: The purpose of this manual was to provide a source of basic training material which can be used for orientation of new counselors, for beginning courses in counseling and for in-service training for experienced counseling personnel. It also provides an extensive background and introduction on vocational rehabilitation as a process.

KEY TERM: Rehabilitation Process

NATURE AND TYPE OF CONTENT: Applied/theoretical general
AUDIENCE AND FORMAT: Trainee Text
AUTHOR: Cull, J.G. & Hardy, R.E.
TITLE: Vocational rehabilitation: Profession and process.
SOURCE: Springfield, Illinois: Charles C. Thomas, 1972.
COMMENTS: The purpose of the book is to communicate with the practitioner in the field. Part One lays the foundation for the book by tracing the history of the rehabiitation concept. Parts Two and Four look at the counselor's role in rehabilitation. Part Three breaks the array of services provided by vocational rehabilitation into five areas and in Part Five, the clients outlook is presented with one area dealing with the adjustment process. The last section, Part Six, is devoted to the other professionals with whom the counselor interacts.

KEY TERM: Rehabilitation Process

NATURE AND TYPE OF CONTENT: Applied, General
AUDIENCE AND FORMAT: Trainee, Trainer Text
AUTHOR: Goldenson, R. M., Dunham, J. R. & Dunham, C. S.
TITLE: Disability and rehabilitation handbook.
SOURCE: New York: McGraw-Hill, 1978.
COMMENTS: This volume is based on a dual approach-presenting detailed information on disabilities of every major type and all phases of the process. In Part I, personal aspects of disability and role of family is discussed. Part II covers a wide range of disabling disorders. Part III presents information on individual cases, facilities and services and various rehabilitation professions involved with client.

KEY TERM: Rehabilitation Process

NATURE AND TYPE OF CONTENT: Applied, Specific
AUDIENCE AND FORMAT: Trainer, Trainee Text

AUTHOR: Rusalem, H. & Malikin, D.
TITLE: Contemporary vocational rehabilitation.
SOURCE: New York, New York: University Press, 1976.
COMMENTS: The book addresses itself to the condition which vocational rehabilitation is in today in hopes of show a need for better planning if the field is to continue to exist. The authors sought to present novel and controversial ideas to stimulate thought in the field among practitioners and develop thoughtful solutions tc problems in rehabilitation.

KEY TERM: Vocational Rehabilitation Process

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, Trainer Text
AUTHOR: Truax, C.B., et al.
TITLE: Uniformity and differential rehabilitation practices in the State- Federal Vocational Rehabilitation Program: Initial report. SOURCE: Fayetteville, Arkansas: Arkansas Rehabilitation Research and Training Center, 1968.
COMMENTS: Report from the Committee on Goals and Standards of Council of State Administrators for Vocational Rehabilitation.

Bibliography

COMPETENCY 8:

Vocational Information and Resources

DEFINITION:

Relates to having a background of information and resources regarding jobs and occupations. This background information is both general and specific to the community in which the program is offered.

KEY TERMS:

Occupational Information..... 8-2 - 8-3
Occupational Resources..... 8-3 - 8-7

KEY TERM: Occupational Information

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Unpublished paper
AUTHOR: Johnson, D.
TITLE: The occupational awareness laboratory: A program development guide for educators of special needs youth in Minnesota.
SOURCE: Unpublished Masters paper, Mankato State University, 1977. (MDC-01937)
COMMENTS: This guide is intended to serve as a process model to establish occupational awareness laboratories in career resource centers and programs in local school districts.

KEY TERM: Occupational Information

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Text
AUTHOR: Fry, R.
TITLE: Occupational information in vocational evaluation.
SOURCE: Menomonie, Wisconsin: University of Wiconsin-Stout, Materials Development Center, 1978.
COMMENTS: Addresses the need for incorporating more and better occupational facts and information into the voc eval process. Encourages voc eval professionals to think about the importance of providing clients with occupational facts and information, and to provide some direction for obtaining and using that information. Seven specific objectives are covered.

KEY TERM: Occupational Information

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainer, trainee Text
AUTHOR: Munger, S., Seiler, E. & Altman, J.
TITLE: Job counseling and placement for the use of basic skills (Volume II: Jobs).
SOURCE: Allison Park, Pennsylvania: Synectics Corporation, 1977. (MDC-01914)
COMMENTS: Two volumes make up this handbook. Volume I suggests courses of action that are effective in counseling and placing persons of limited cognitive skill. Volume II (above) summarizes requirements information for more than 8,000 occupations selected from the 3rd edition of the Dictionary of Occupational Titles. Each of these occupations was judged by analysts to require not more than an eighth grade level of educational development.

KEY TERM: Occupational Information

NATURE AND TYPE OF CONTENT: Applied, Specific
AUDIENCE AND FORMAT: Trainee Text

AUTHOR: US Department Labor, Employment and Training Administration.
TITLE: Dictionary of occupational titles (4th ed).
SOURCE: Washington, D.C.: Author, 1977.
COMMENTS: Provides background information on the Dictionary of Occupational Titles from the 1930's to the present 4th edition. Describes the new 4th edition and compares its format with the 3rd edition, published in 1965. Remains the major source of information on types of jobs available throughout the United States. All jobs classified by traits and data, people things codes.

KEY TERM: Occupational Resources

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, Trainer Text
AUTHOR: Phillips, J.
TITLE: The use of the Dictionary of Occupational Titles as a job information system in vocational counseling.
SOURCE: Los Angeles, California: Occupational Analysis Field Center, 1973. (MDC-01331)
COMMENTS: A discussion of each of the four volumes of the Dictionary of Occupational Titles, with emphasis on the individual information systems which each volume contains.

KEY TERM: Occupational Resources

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Text
AUTHOR: Georgia Division of Vocational Rehabilitation.
TITLE: Training manual: Dictionary of Occupational Titles.
SOURCE: Atlanta, Georgia: Author, 1974. (MDC-01299)
COMMENTS: This manual is designed to increase understanding of and appreciation for the value of the Dictionary of Occupational Titles. Besides a description of each of the volumes in the third edition of the Dictionary of Occupational Titles, exercises are provided to assist in learning how to use the various volumes as a system for gaining occupational information. This document was developed primarily for evaluation and other rehabilitation personnel by a committee of the Georgia Department of Vocational Rehabilitation.

KEY TERM: Occupational Resources

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Text
AUTHOR: Korn, T.
TITLE: Occupation finding for placement using the Dictionary of Occupational Titles (Interface Number 5).
SOURCE: Menomonie, Wisconsin: University of Wisconsin-Stout, Research and Training Center, 1975. (MDC-01452)

COMMENTS: Describes the industry designation feature of job titles listed in the Dictionary of Occupational Titles. Provides a step-by-step approach for using the DOT for occupation finding. Information resulting from using the DOT-based technique provides titles of occupations found in a particular industry, but can also be used to generate additional placement information such as worker characteristics and occupational requirements.

KEY TERM: Occupational Resources

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Text
AUTHOR: Korn, T.
TITLE: A keyed information index to the DOT, 3rd ed., 1965, Vol. I, II & Supplement 1, 1966 & Supplement 2, 1968.
SOURCE: Menomonie, Wisconsin: University of Wisconsin-Stout, Research and Training Center, 1974. (MDC-01328)
COMMENTS: The index is intended to simplify and speed up the retrieval of job information from the DOT. It can also be used as a training aid in order to introduce new rehabilitation workers to the DOT as a job information source.

KEY TERM: Occupational Resources

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Text
AUTHOR: Andrew, J. & Dickerson, L. (Eds.)
TITLE: Vocational evalution: A resource manual, Supplement I.
SOURCE: Menomonie, Wisconsin: University of Wisconsin-Stout, Research and Training Center, 1974. (MDC-01369)
COMMENTS: A supplement to the document entitled "Vocational evaluation: A resource manual". This manual includes topics on use of the Dictionary of Occupational Titles and vocational evaluation planning.

KEY TERM: Occupational Resources

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Text
AUTHOR: Sinick, D.
TITLE: Occupational aids in work evaluation.
SOURCE: In May T. Morrison Center for Rehabilitation, Institute on work evaluation. San Francisco: Author, 1959. (MDC-00016)
COMMENTS: Describes the various parts of the Dictionary of Occupational Titles (DOT), Occupational Outlook Handbook, and Estimates of Worker Trait Requirements for 4,000 Jobs as they relate to occupational exploration by the evaluator and client in work evaluation.

KEY TERM: Occuptaional Resources

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee Text
AUTHOR: Weinstein, E.
TITLE: Bibliography of current career information.
SOURCE: Washington D.C.: American Personnel and Guidance Assoc., National Vocational Guidance Assoc., 1978. (MDC-01873)
COMMENTS: This bibliography contains a compilation of titles of career information literature, films, and filmstrips that have been reviewed and evaluated according to standards established by the National Vocational Guidance Association. This edition contains over 2500 items in career literature and 82 items in the career films section. The material cited was produced in the period from 1973 thru 1977. All entries are organized and listed according to specific occupations. Abstracts are included with the audiovisual material along with a publisher-distributor index.

KEY TERM: Occupational Resources

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Journal article
AUTHOR: Nadolsky, J.
TITLE: Evaluation criteria: An essential precursor to systematic vocational evaluation.
SOURCE: Rehabilitation Counseling Bulletin, 1966, 9 (3), 89-93. Also appears in R. Sankovsky, G. Manor (Comps.), Vocational evaluation and work adjustment: A book of readings. Auburn, Alabama: Auburn University, Alabama Rehabilitation Media Service, 1969. (MDC-00215)
COMMENTS: Proposes that the Dictionary of Occupational Titles occupational families be used as a constant criterion by which to judge evaluation results and to develop evaluation procedures.

KEY TERM: Occupational Resources

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Journal article
AUTHOR: Saxon, J. and Deutsch, P.
TITLE: The use of occupationally significant transferable skills in the vocational rehabilitation process.
SOURCE: Journal of Applied Rehabilitation Counseling, 1976, 7 (2), 89-94.
COMMENTS: Focuses on the identification of a client's occupationally significant transferable skills (from work history, hobbies, recreational activities, etc.) to determine other possible vocational areas. Utilization of information in the Dictionary of Occupational Titles is discussed as a primary aid.

KEY TERM: Occupational Resources

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, Trainer Text
AUTHOR: Korn, T.
TITLE: Occupational information in rehabilitation services I.
SOURCE: Menomonie, Wisconsin: University of Wisconsin-Stout, Research & Training Center, 1976.
COMMENTS: This is a pre-program self study guide intended to meet the following goals: To describe why the Dictionary of Occupational Titles is useful to rehabilitation workers, to provide a description of the organization and content of the Dictionary of Occupational Titles, and to provide definitions of terms and concepts used in the DOT and in the job analysis process.

KEY TERM: Occupational Resources

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainer, trainee Journal article
AUTHOR: Weinstein, E.
TITLE: A well-brewed DOT.
SOURCE: Occupational Outlook Quarterly, Summer, 1978, 22 (2), 30-33.
COMMENTS: Describes the new DOT (Dictionary of Occupational Titles) 1977. Compares the contents with the previous edition, published in 1965.

KEY TERM: Occupational Resources

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainer, trainee Text
AUTHOR: Winefordner, D.
TITLE: Worker trait group guide.
SOURCE: Bloomington, Illinois: McKnight Publishing Company, 1978.
COMMENTS: The book is intended to act as a "second volume" to the 4th edition of the DOT. It organizes DOT jobs into areas related to the general work interests of people including artistic, scientific, nature, authority, mechanical, industrial, business, persuasive, accommodating, humanitarian, social/business, & physical performing. These major areas are subdivided into 66 worker trait groups which represent clusters of occupations requiring similar worker characteristics. Each section presents info about work performed in that group, a list of worker qualifications & occupations in that group. Helps clients move from areas of genl int to specific occs.

KEY TERM: Occupational Resources

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Text

AUTHOR: Korn, T., et al
TITLE: A self-study manual for the Dictionary of Occupational Titles, 3rd Edition.
SOURCE: Menomonie, Wisconsin: University of Wisconsin-Stout, Research & Training Center, 1976.
COMMENTS: This publication is the second self-study package used in the training program "Occupational Information in Rehabilitation Services I". This self-study manual provides the skills required for day-to-day use of the DOT with clients having vocational problems. A complete Dictionary of Occupational Titles (3rd Edition) and a Handbook for Analyzing Jobs (1972) is necessary in order to complete this manual.

COMPETENCY 9:

Vocational Evaluation Technology

DEFINITION:

Relates to a fundamental knowledge of tools, techniques and instruments that are available and can be used for the diagnosis and evaluation of clients.

KEY TERMS:

Evaluator Competencies.....
Evaluation Processes.....
Evaluation Skills.....
Evaluation Standards.....
Evaluation Systems and Tools.....

Several complete annotated bibliographies are already available on this competency. Contact the Materials Development Center, Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, Menomonie, Wisconsin, for their most recent bibliography on Vocational Evaluation.

COMPETENCY 10:

Principles of human Behavior
Behavior Change

DEFINITION:

Relates to having adequate theoretical foundations in learning, personality, individual and group behavior, adjustment and disabilities, and the technologies for introducing new behaviors or changing old behaviors.

KEY TERMS:

Behavior..... 10-2
Group Dynamics..... 10-2 - 10-4
Learning..... 10-4
Learning Theory..... 10-4 - 10-6
Personality Theory..... 10-6 - 10-9

KEY TERM: Behavior

NATURE AND TYPE OF CONTENT: Applied, Primary
AUDIENCE AND FORMAT: Trainee Text
AUTHOR: Benjamin, Alfred.
TITLE: Behavior in small groups.
SOURCE: Boston: Houghton Mifflin, 1978.
COMMENTS: A brief overview of group dynamics, simply and subjectively presented, in a "how-to-do-it" format.

KEY TERM: Group Dynamics

NATURE AND TYPE OF CONTENT: Applied Primary
AUDIENCE AND FORMAT: Trainee Journal Article
AUTHOR: Helfand, A.
TITLE: Group counseling as an approach to the work problems of disadvantaged youth.
SOURCE: Rehabilitation Counseling Bulletin, 1967, 11 (2), 110-116. (MDC-00439)
COMMENTS: Discusses group counseling techniques found effective with disadvantaged youth in a work program.

KEY TERM: Group Dynamics

NATURE AND TYPE OF CONTENT: Applied, Primary
AUDIENCE AND FORMAT: Trainee Journal Article
AUTHOR: Baker, W. & Durham, C.
TITLE: Deviance and stigmatization: The dynamics of group behavior in an adjustment workshop.
SOURCE: Vocational Evaluation and Work Adjustment Bulletin, 1976, 9 (1), 14-21. (MDC-01397)
COMMENTS: Describes the perceptions of rehabilitation workers toward clients and group behavior in a rehab facility.

KEY TERM: Group Dynamics

NATURE AND TYPE OF CONTENT: Applied, Theoretical Primary
AUDIENCE AND FORMAT: Trainee Journal Article
AUTHOR: Bass, R.
TITLE: A proposal for the use of group counseling in vocational adjustment.
SOURCE: Journal of Rehabilitation, 1969, 35 (1), 25-28 (MDC-00415)
COMMENTS: Discusses theory and technique of group counseling in the vocational adjustment of the disabled and disadvantaged.

KEY TERM: Group Dynamics

NATURE AND TYPE OF CONTENT: Theoretical & Applied Secondary
AUDIENCE AND FORMAT: Trainer Text

AUTHOR: Bonner, Hubert.
TITLE: Group dynamics, principles and applications.
SOURCE: New York: Ronald Press Co., 1959.
COMMENTS: Intended as a textbook for college students, and professionals, the text presents both theory and research. Content is presented in five parts: historical foundations; dynamics of group behavior; group conflict and adjustment; the individual within the group; and finally, a critical analysis of the basic assumptions of group dynamics.

KEY TERM: Group Dynamics

NATURE AND TYPE OF CONTENT: Theory Primary
AUDIENCE AND FORMAT: Trainer Text
AUTHOR: Cartwright, Dorwin & Zander, Alvin, (Eds.)
TITLE: Group dynamics: Research and theory. 2nd ed.
SOURCE: Illinois: Row, Peterson and Co., 1960.
COMMENTS: The book is divided into six parts representing major topic areas. Each section begins with an introductory theoretical framework, by the editors, followed by selected papers and research. Broad topic areas include: group cohesiveness, group pressure, individual motives and group goals, leadership, and structural properties.

KEY TERM: Group Dynamics

NATURE AND TYPE OF CONTENT: Applied Primary
AUDIENCE AND FORMAT: Trainee Journal Article
AUTHOR: Jewish Family and Children's Service.
TITLE: Vocational group therapy with the emotionally disturbed.
SOURCE: Denver: Author, 1963. (MDC-00467)
COMMENTS: Describes a research project to determine the effectiveness of group therapy in a sheltered work program for emotionally disturbed clients.

KEY TERM: Group Dynamics

NATURE AND TYPE OF CONTENT: Theoretical Primary
AUDIENCE AND FORMAT: Trainee Text
AUTHOR: Knowles, Malcolm S.
TITLE: Introduction to group dynamics.
SOURCE: New York: Association Press, 1959.
COMMENTS: A brief introduction to group dynamics with an overview of current approaches to its study. Includes discussion of group leadership, general principles of group behavior, and a chapter listing suggested further readings. Targetted toward the layman with no prior background.

KEY TERM: Group Dynamics

NATURE AND TYPE OF CONTENT: Applied Primary
AUDIENCE AND FORMAT: Trainee Journal article
AUTHOR: McCandless, G.
TITLE: The group: A medium for growth.
SOURCE: Vocational Evaluation and Work Adjustment Bulletin, 1971, 4 (1), 8-10. (MDC-00663)
COMMENTS: Discusses the benefits of sensitivity training on role performance of the vocational evaluator.

KEY TERM: Learning

NATURE AND TYPE OF CONTENT: Applied Secondary
AUDIENCE AND FORMAT: Trainee Final report
AUTHOR: Jewish Vocational Service.
TITLE: Learning by doing, final report.
SOURCE: Chicago: Author, 1971. (MDC-00631)
COMMENTS: Results of a study evaluating the effects of training and utilizing clients as workshop aides as part of their rehabilitation program.

KEY TERM: Learning

NATURE AND TYPE OF CONTENT: Applied Secondary
AUDIENCE AND FORMAT: Trainee short paper
AUTHOR: Tillman, E.
TITLE: The learning curve in work evaluation.
SOURCE: Information Bulletin, Institute for Vocational Rehab, Stout State University, 1971, 3 (5). (MDC-00682)
COMMENTS: Discusses the use and technique of establishing learning curves in evaluation of clients in rehabilitation settings.

KEY TERM: Learning Theory

NATURE AND TYPE OF CONTENT: Theoretical Primary
AUDIENCE AND FORMAT: Trainer Text
AUTHOR: Hilgard, Ernest R.
TITLE: Theories of learning, 2nd ed.
SOURCE: New York: Appleton-Century-Crofts, 1956.
COMMENTS: A college level text presenting the theory and related research of the major learning theorists. Chapters presenting specific theory in detail, followed by a critical, and a detailed list of supplementary readings.

KEY TERM: Learning Theory

NATURE AND TYPE OF CONTENT: Theoretical, applied Primary
AUDIENCE AND FORMAT: Trainer Text

AUTHOR: Mercer, Cecil D. & Snell, Martha.
TITLE: Learning theory research in mental retardation: Implications for teaching.
SOURCE: Columbus, Ohio: Merrill, 1977.
COMMENTS: Targetted toward special education teachers, and graduate level students in psychology and education, the text presents learning theories concerning mental retardation, comprehensive reviews of applied research, and the teaching implications of each theory.

KEY TERM: Learning Theory

NATURE AND TYPE OF CONTENT: Theoretical Secondary
AUDIENCE AND FORMAT: Trainer Text
AUTHOR: Mowrer, Orval Hobart.
TITLE: Learning theory and behavior.
SOURCE: New York: Wiley & Sons, 1960.
COMMENTS: A college level text which the author describes as a synthesis of the field, rather than a systematic exposition of all major theories.

KEY TERM: Learning Theory

NATURE AND TYPE OF CONTENT: Theoretical Primary
AUDIENCE AND FORMAT: Trainer Text
AUTHOR: Pittenger, Owen Ernest and Gooding.
TITLE: Learning theories in educational practice: An integration of psychological theory and educational philosophy.
SOURCE: New York: Wiley, 1971.
COMMENTS: Presents some basic concepts, including those of Thorndike and Skinner, to educational philosophy and practice. Content geared toward the education and professional development of teachers.

KEY TERM: Learning Theory

NATURE AND TYPE OF CONTENT: Theoretical Secondary
AUDIENCE AND FORMAT: Trainer Text
AUTHOR: Snelbecker, Glenn E.
TITLE: Learning theory, instructional theory, and psychoeducational design.
SOURCE: New York: McGraw-Hill, 1974.
COMMENTS: This book is intended for educators, psychologists, and college level students, according to the author. It is divided into three parts: an overview of learning research and theory; six specific learning theories and related research are presented in part 2; and the final chapters describe instructional theories based on these theories.

KEY TERM: Learning Theory

NATURE AND TYPE OF CONTENT: Theoretical, Applied Primary
AUDIENCE AND FORMAT: Trainer Text
AUTHOR: Begge, Morris L.
TITLE: Learning theories for teachers, 3rd ed.
SOURCE: New York: Harper and Row, 1976.
COMMENTS: Intended for college level students, and teachers as a text for a basic learning or educational psychology course. Represented theories as selected by the author, are compared and contrasted. The practical implications of the theories for classroom are then examined.

KEY TERM: Learning Theory

NATURE AND TYPE OF CONTENT: Theoretical Primary
AUDIENCE AND FORMAT: Trainee Text
AUTHOR: Bolles, Robert C.
TITLE: Learning theory.
SOURCE: New York: Holt, Rinehart and Winston, 1975.
COMMENTS: Designed as an introductory college level text: covers the theories of Thorndike, Pavlov, Watson, Guthrie, Tolman, Hull, and Skinner; final chapters cover contemporary/ theoretical developments. Emphasis on animal learning. Lengthy reference listing.

KEY TERM: Personality Theory

NATURE AND TYPE OF CONTENT: Theoretical Secondary
AUDIENCE AND FORMAT: Trainer Text
AUTHOR: Bavelas, Janet.
TITLE: Personality: Current theory and research.
SOURCE: Monterey, California: Brooks/Cole Publishing Co., 1978.
COMMENTS: Individual personality theories presented include Freud, Allport, Cattell, Sheldon, Murray, and Rogers. Social personality theories included are Lewin, Dallark and Miller, Skinner and Bandura. Part 3 of the text covers current issues in theory and research, with implications for practice.

KEY TERM: Personality Theory

NATURE AND TYPE OF CONTENT: Theoretical secondary
AUDIENCE AND FORMAT: Trainer Text
AUTHOR: Byrne, Donn.
TITLE: An introduction to personality: A research approach.
SOURCE: Englewood Cliffs, New Jersey: Prentice-Hall, 1968.
COMMENTS: A college level text, focusing on lines of research in the study of behavior. It defines personality as an area of psychology which concentrates on the study of individual differences along various behavior dimensions. These include

measurement, development, structure and dynamics of personality. Basic statistical concepts are presented in context.

KEY TERM: Personality Theory

NATURE AND TYPE OF CONTENT: Theoretical secondary
AUDIENCE AND FORMAT: Trainer Text
AUTHOR: Murphy, Gardner.
TITLE: Personality: A biosocial approach to origins and structure.
SOURCE: New York: Harper & Brothers, 1966.
COMMENTS: A college level text including the broad topic areas of learning, the evolution of the self, projective methods, group membership and social roles. The author focuses on evaluation of data on personaity development rather than clinical approaches to personality problems.

KEY TERM: Personality Theory

NATURE AND TYPE OF CONTENT: Theoretical Primary
AUDIENCE AND FORMAT: Trainer Text
AUTHOR: Rotter, Julian & Hochreich, Dorothy.
TITLE: Personality.
SOURCE: Illinois: Foresman, 1975.
COMMENTS: A relatively brief text intended as an introduction to representative personality theories, empirical data, and techniques of measurement. Includes chapters on Freud, Erikson, Adler, Rogers, Maslow, and Rotter.

KEY TERM: Personality Theory

NATURE AND TYPE OF CONTENT: Theoretical Primary
AUDIENCE AND FORMAT: Trainee Text
AUTHOR: Wiggins, Jerry S., et al.
TITLE: Principles of personality.
SOURCE: Massachusetts: Addison-Wesley Publishing Co., 1976.
COMMENTS: Intended as an introductory undergraduate level text. Four alternative viewpoints of psychological thought are presented: the biological, the experimental, the social, and the psychsomatic - trait approach. The topics of dependency, aggression and sexuality are then treated in each of these contexts. Finally, major contemporary personality theories are presented including psychoanalytic and cognitive-developmental.

KEY TERM: Personality Theory

NATURE AND TYPE OF CONTENT: Theoretical Secondary
AUDIENCE AND FORMAT: Trainer Text
AUTHOR: Donelson, Elaine.

TITLE: Personality: A scientific approach.
SOURCE: New York: Century-Crofts, 1973.
COMMENTS: According to the author, the text was intended for undergraduate level introductory courses in personality. It includes Freudian theory, Jung, Adler, Harney, Sullivan, learning theory and behavior therapy. Behavioral and pesonality assessment techniques are presented: as well as the Personality Development process. Related research is included.

KEY TERM: Personality Theory

NATURE AND TYPE OF CONTENT: Theoretical secondary
AUDIENCE AND FORMAT: Trainer Text
AUTHOR: Guilford, Joy Paul.
TITLE: Personality.
SOURCE: New York: McGraw-Hill, 1959.
COMMENTS: Presents an approach to the psychology of personality, based on experimental method. Methods presented include personality inventories, interest and attitude measures, behavior tests and ratings, and projective techniques. Intended as a college level text.

KEY TERM: Personality Theory

NATURE AND TYPE OF CONTENT: Theoretical Primary
AUDIENCE AND FORMAT: Trainee Text
AUTHOR: Hall, Calvin S., & Lindzey, Gardner.
TITLE: Theories of personality.
SOURCE: New York: John Wiley & Sons, Inc. 1970.
COMMENTS: Intended as an undergraduate text, it presents a survey of major existing theories of personality. Each theory is presented in the following outline: orientation and brief summary, concepts related to personality structure, concepts related to personality dynamics, and then representative research. Finally the current status, and evaluation of each theory is presented, followed by related references.

KEY TERM: Personality Theory

NATURE AND TYPE OF CONTENT: Theoretical Primary
AUDIENCE AND FORMAT: Trainer Text
AUTHOR: Liebert, Robert M. & Spiegler, Michael D.
TITLE: Personality: Strategies and issues (3rd Ed.)
SOURCE: Illinois: The Dorsey Press, 1978.
COMMENTS: Intended as an introductory college level text for the study of personality, Presents the psycho-analytic, dispositional, phenomeno-logical, and behavioral approaches. Includes major theories, related research, and a critique of each theory.

KEY TERM: Personality Theory

NATURE AND TYPE OF CONTENT: Theoretical Primary
AUDIENCE AND FORMAT: Trainer Text
AUTHOR: Lindzey, Gardner & Hall, Calvin S. (Eds.)
TITLE: Theories of personality: Primary sources and research.
SOURCE: New York: Wiley, 1965.
COMMENTS: An adanced text, intended to supplement a survey text of personality theory. It presents a systematic summary of major ideas of personality theorists through original writings and recent empirical data.

KEY TERM: Personality Theory

NATURE AND TYPE OF CONTENT: Theoretical secondary
AUDIENCE AND FORMAT: Trainer Text
AUTHOR: London, Harvey. (Ed.)
TITLE: Personality: A new look at metatheories.
SOURCE: Washington: Hemisphere Publications, 1978.
COMMENTS: Presents essays by seven different authors, concerning current issues in experimental personality research. The text is intended for "serious students of the theory of personality".

KEY TERM: Personality Theory

NATURE AND TYPE OF CONTENT: Theoretical secondary
AUDIENCE AND FORMAT: Trainer Text
AUTHOR: Lundin, Robert Wm.
TITLE: Personality: A behavioral analysis.
SOURCE: London: McMillan Co., 1969.
COMMENTS: First two chapters present an overview of several theoretical approaches to personality theory. Behavioral principles are introduced and then applied toward understanding anxiety, frustration, neuroses, and psychoses. In final chapters behavioral therapy techniques are contrasted with other therapeutic approaches.

COMPETENCY 11:

Personal/Social Development

DEFINITION:

Relates to activities of counseling/instruction (including group and individual) which are directed at providing skills, or effective adjustment of skills in those social-personal areas needed for survival in the non-vocational, as well as the vocational world of the client.

KEY TERMS:

Appearance	11-2
Community Living	11-2
Community Living Skills	11-3 - 11-5
Community Skill Development	11-5
Community/Social Development	11-5
Independent Living Skills	11-5 - 11-7
Personal Adjustment Training	11-7 - 11-8
Personal Development	11-8 - 11-10
Personal/Social Development	11-10 - 11-11
Social Adjustment Training	11-11 - 11-12
Social Development	11-12 - 11-14
Socialization	11-14
Survival Skills	11-14 - 11-16

KEY TERM: Appearance

NATURE AND TYPE OF CONTENT: Applied primary
AUDIENCE AND FORMAT: Trainer, trainee Training manual
AUTHOR: Bakeman, M.
TITLE: First impressions manual.
SOURCE: Minneapolis, Minnesota: Multi Resource Centers, Inc., Center for Training and Development, 1974. (MDC-01558)
COMMENTS: This manual is designed for use in training rehabilitation clients in the following areas: job interview, appearance, caring for your clothes, laundering, ironing-pressing, dry cleaning, care of hair, shampooing, diet/exercise, skin care, and make-up. The manual can be used in conjunction with the First Impressions Media Kit (available separately from the Center for Training and Development), or by itself, in the design of a custom personal appearance program for a variety of settings.

KEY TERM: Appearance

NATURE AND TYPE OF CONTENT: Theoretical, applied Specific
AUDIENCE AND FORMAT: Trainee, trainer Journal article
AUTHOR: Sanders, R.
TITLE: Presentability as a goal for work activities clients.
SOURCE: Vocational Evaluation and Work Adjustment Bulletin, 1976, 9 (2), 1519. (MDC-01485)
COMMENTS: Presents the opinion that most activities in work activity centers are inappropriate and of little value to the client. It states that in this culture, such clients are generally looked upon as unacceptable and are therefore segregated into work activity programs. Article concludes that work activity programs should concentrate on making such clients more presentable and acceptable to the normal population by improving grooming and individual manners.

KEY TERM: Community Living

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee Text
AUTHOR: Jones, S.
TITLE: Sequential habilitation training: Stepping into the community.
SOURCE: In O. Karan (Ed.) Habilitation practices with the severely developmentally disabled: Volume 2. Madison, Wisconsin: University of Wisconsin-Madison, Research and Training Center in Mental Retardation, 1977. (MDC-02168)
COMMENTS: The program described is conducted at the Central Wisconsin Center for the Developmentally Disabled in Madison. All residents are severely/profoundly retarded. A sequential vocational training program attempts to prepare these adolescents and adults for entrance into community sheltered workshops and eventual community living situations.

KEY TERM: Community Living Skills

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainer, trainee Teaching manual
AUTHOR: Kreps, A. & Dreith, R.
TITLE: Community living skills guide - Looking good: Hygiene.
SOURCE: Denver, Colorado: Metropolitan State College, The College for Living, n.d. (MDC-01765)
COMMENTS: A teaching outline for the area of hygiene which includes goals, objectives, and post tests.

KEY TERM: Community Living Skills

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainer, trainee Text
AUTHOR: Wittenmyer, J., P
TITLE: A guide to leisure-time activity programs for developmentally disabled adults.
SOURCE: Madison, Wisconsin: Wisconsin Association for Retarded Citizens, 1976. (MDC-01462)
COMMENTS: This booklet was developed to assist agencies that serve developmentally disabled persons in organizing community oriented, individualized leisure education programs. Teaching suggestions, special needs of the retarded adult and suggested activities for specific needs are included.

KEY TERM: Community Living Skills

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainer, trainee Journal article
AUTHOR: Cuvo, A.
TITLE: Validating task analyses of community living skills.
SOURCE: Vocational Evaluation and Work Adjustment Bulletin, 1978, 11 (3), 13-21. (MDC-02191)
COMMENTS: A model for analyzing and validating tasks relevant to community living is presented and discussed.

KEY TERM: Community Living Skills

NATURE AND TYPE OF CONTENT: Applied, general
AUDIENCE AND FORMAT: Trainer, trainee Text
AUTHOR: Powers, J., Holm, K. & Kreps, A.
TITLE: Community living skills guide - Job orientation.
SOURCE: Denver, Colorado: Metropolitan State College, The College for Living, n.d. (MDC-01931)
COMMENTS: A curriculum guide for mentally retarded individuals who are ready for employment, employed, and/or highly motivated in learning about obtaining & retaining a job. Goals and objectives are presented for instruction in the following: exploration, development of employment opportunity skills,

applying for employment, handicapping conditions, personal hygiene and grooming, interviewing techniques, separating from present situation and adjusting to new employment, and job retention.

KEY TERM: Community Living Skills

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Training manual
AUTHOR: Finn, P. & Wilkerson, B.
TITLE: A manual for community living skills training.
SOURCE: Decatur, Illinois: Macon County Rehabilitation Facilities, Inc., n.d. (MDC-01334)
COMMENTS: A manual developed as an instructional guide for developing a community living program. Sections include hygiene, grooming, clothes, purchasing, use of laundromat and dry cleaners, money denominations, time orientation, home care, sex education, finding an apartment, grocery shopping, basic cooking, budgeting, banking, public transportation, accident prevention, and employment separation. a variety of settings.

KEY TERM: Community Living Skills

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainer, trainee Text
AUTHOR: Barber, G., Mannino, J. & Will, R.
TITLE: The D.A.L.E. System (Developmental Assessment of Life Experiences) manual.
SOURCE: Erie, Pennsylvania: Dr. Gertrude A. Barber Center, Inc., 1975. (MDC-01619)
COMMENTS: This manual is designed as an inventory to assess competencies in home and community living experiences for the exceptional individual. Contains a graphic representation of the inventory which illustrates each individual's progress during the process of professional intervention. The instrument can be used to facilitate planning and programming as they relate to an indivudal's needs and goals.

KEY TERM: Community Living Skills

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Journal article
AUTHOR: Schalock, R. L. & Harper, R.S.
TITLE: Training in independent living can be done.
SOURCE: Journal of Rehabilitation Administration, 3 (3), 1979.
COMMENTS: This article describes a two-year follow-up study that was conducted on 60 clients placed from a Community Based Mental Retardation program into their own apartments following systematic assessment and training in independent living skils. The study had two purposes: First, to determine the

relationship between training variables and successful independent living; and second, to evaluate systematically some of the skills required for successful community living.

KEY TERM: Community Skill Development

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee Text
AUTHOR: Fredericks, H., et al.
TITLE: Community living skills - curriculum, clients, and trainers.
SOURCE: In G. Bellamy, et al. (Eds.), Vocational Rehabilitation...handicapped persons. Baltimore: University Park Press, 1979. (MDC-02202)
COMMENTS: Defines the scope of community living skills and provides a sample curriculum which can be utilized to teach such skills. A training model is presented to train activity center staff and group home staff in order to conduct individual programs, maintain data, and produce changes in client's lives.

KEY TERM: Community/Social Development

NATURE AND TYPE OF CONTENT: Applied, general
AUDIENCE AND FORMAT: Trainee, trainer Text
AUTHOR: Wehman, P.
TITLE: Competitive employment, new horizons for severely disabled individuals.
SOURCE: Paul H. Brookes Publishing Co., 1981. (MDC-00234)
COMMENTS: This chapter (VII) discusses a general curriculum strategy for selecting nonvocational social and community skills for instruction to severely disabled individuals. The basic philosophy of the chapter is that severely disabled persons may not be able to enter or retain employment without competence in selected nonvocational skills. Also provides information on communication, transportation, social interaction, job interview, personal care, and academic skills. No attempt was made to treat any of these areas in depth (other than job interviewing, for which a case study was presented).

KEY TERM: Independent Living Skills

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee Text
AUTHOR: Westaway, A. & Apolloni, T. (Eds.)
TITLE: SCOR curriculum: Volume I, Independent living skills assessment system.
SOURCE: Petaluma, California: Copy Shop/Casa Grande Center, 1977. (MDC-1888)

COMMENTS: Assessment system designed for use in recording, planning, and reporting client progress. System provides objectives, needed materials, and performance criteria for assessing over 900 target skills both prior to and during the instructional process. Instructions and sample forms are included for implementation of the system. Areas covered include: personal management, social development, household management, academics, leisure time, job readiness, and work skills. Companion volume to SCOR Curriculum: Volume II.

KEY TERM: Independent Living Skills

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Text
AUTHOR: Tiller, C.
TITLE: An activities of daily living curriculum for handicapped adults.
SOURCE: Twin Falls, Idaho: Magic Valley Rehabilitation Services, Inc., 1978. (MDC-02014)
COMMENTS: The goal of this task analyzed teaching curriculum is to impart the necessary skills for independent living as well as prepare an individual with the training required to handle responsibilities that accompany competitive employment. It includes such basic skills as money handling, measurement, telling time, reading, etc. It is printed in such a manner that individuals who have no formal training in teaching skills can use the curriculum effectively in order to teach basic living skills to handicapped adults. It was developed primarily for use with moderate & borderline retarded.

KEY TERM: Independent Living Skills

NATURE AND TYPE OF CONTENT: Applied specific
AUDIENCE AND FORMAT: Trainee, trainer Text
AUTHOR: Westaway, A. (Ed.)
TITLE: SCOR curriculum: Volume II. Independent living skills program system.
SOURCE: Petaluma, California: Copy shop/Casa Grande Center, 1977. (MDC-01889)
COMMENTS: Companion volume to SCOR Curriculum: Volume I. Provides objectives, needed materials, and suggestions for instructional activities for each of the over 900 target skills assessed in Volume I.

KEY TERM: Independent Living Skills

NATURE AND TYPE OF CONTENT: Applied, Specific
AUDIENCE AND FORMAT: Trainee Text
AUTHOR: Hale, G. (Ed.)

TITLE: Source book for the disabled: An illustrated guide to easier...living for physically disabled...families & friends.
SOURCE: New York: Imprint Books, 1979.
COMMENTS: Chapters cover a broad range, including: aids to living, walking aids, medical care, attendants, loneliness, independence, attitudes of the public, economic aspects of disability, sheltered employment, adaptation to home environment, personal needs, sexuality, disabled parent, leisure and recreation, disabled child and descriptions on specific disabilities. Resources are listed including books, leaflets, periodicals, organizations, agencies, special interest groups and clubs, and commercial sources of aids and equipment.

KEY TERM: Personal Adjustment Training

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee Training manual
AUTHOR: Rosen, M. & Zisfein, L.
TITLE: Personal adjustment training, Volume I.
SOURCE: Elwyn, Pennsylvania: Elwyn Institute, 1975. (MDC-01275)
COMMENTS: Describes a group counseling curriculum for use within institutions for the mentally handicapped. The procedure is designed to ameliorate those social deficiencies associated with institutionalized and cognitive defects. Sections include: self-evaluation, identity, self-concept, acquiescence, exploitation, assertive training, heterosexual training, independence, decision making, initiative and recapitulation.

KEY TERM: Personal Adjustment Training

NATURE AND TYPE OF CONTENT: Applied, specific Primary
AUDIENCE AND FORMAT: Trainer, trainee Training manual
AUTHOR: Rosen, M. & Zisfein, L.
TITLE: Personal adjustment training, Volume II.
SOURCE: Elwyn, Pennsylvania: Elwyn Institute, 1975. (MDC-01276)
COMMENTS: Provides guidelines for a structured group counseling program designed to teach assertive responses to the mentally handicapped. Aimed at mentally handicapped who demonstrate patterns of compliance, withdrawal, passivity, and unqualified obedience.

KEY TERM: Personal Adjustment Training

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainer, trainee Training manual
AUTHOR: Hoffman, M. & Rosen, M.
TITLE: Personal adjustment training, Volume III.
SOURCE: Elwyn, Pennsylvania: Elwyn Institute, 1975. (MDC-01277)

COMMENTS: Describes a structured group counseling program for mentally handicapped persons who demonstrate bizarre or inappropriate behaviors which would be unacceptable in the community. Uses group dynamic approaches and self-confrontation techniques to help the client label and recognize his inappropriate behavior and become motivated to change.

KEY TERM: Personal Adjustment Training

NATURE AND TYPE OF CONTENT: Applied, general
AUDIENCE AND FORMAT: Trainee, trainer Journal article
AUTHOR: Roessler, R., Milligan, T. & Ohlson, A.
TITLE: Personal adjustment training for the spinal cord injured.
SOURCE: Rehabilitation Counseling Bulletin, 1976, 19 (4), 544-550. (MDC-01517)
COMMENTS: The article describes experiences with Personal Achievement Skills, a group counseling process in a spinal cord injury project. PAS emphasizes training in communication and goal setting in the context of the group process. Issues in conducting such training, as well as other features necessary for comprehensive service for the spinal cord injured, are discussed in detail.

KEY TERM: Personal Adjustment Training

NATURE AND TYPE OF CONTENT: Applied, general
AUDIENCE AND FORMAT: Trainer, trainee Text
AUTHOR: Georgia Division of Vocational Rehabilitation.
TITLE: Adjustment services program.
SOURCE: Atlanta, Georgia: Author, 1974. (MDC-01355)
COMMENTS: Manual provides a model/curriculum for adjustment services and is particularly useful for professionals in developing and operating an adjustment program on a day-to-day basis. It is divided into 3 major units: work adjustment; social adjustment; community adjustment. Each major unit also contains a suggested format for evaluating the content of the unit. A section listing commercially available resource materials pertaining to the units is included.

KEY TERM: Personal Development

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainer, trainee Journal article
AUTHOR: Rice, B. (Ed.)
TITLE: An innovative approach to developing life adjustment skills in rehabilitation clients.
SOURCE: Vocational Evaluation and Work Adjustment Bulletin, 1976, 9 (4), 46-49. (MDC-01579)
COMMENTS: A description is provided for the Personal Achievement Skills Training package (PAST) developed at the Arkansas Rehab

Research & Trng Center, 1975. It is designed as an alternative to group counseling, group therapy, or general personal adjustment training programs in the service delivery system. The basic rationale of the program is that people develop successful or unsuccessful life patterns. The program allows participants to define life pattern and determine what they are moving toward in life.

KEY TERM: Personal Development

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee Training manual
AUTHOR: Flexer, R. & Boyd, K. (Eds.)
TITLE: Teaching money skills to the mentally retarded person.
SOURCE: Lubbock, Texas: Texas Tech University, Research and Training Center in Mental Retardation, 1979. (MDC-02211)
COMMENTS: Originally published in 1976, this revised edition includes program goals, training paraprofessionals, money skills evaluation, assigning objectives, identifying coins and their values, counting with coins of the same value, combining coins of different values, and counting change to $1.00.

KEY TERM: Personal Development

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, Journal article
AUTHOR: Means, R. & Akridge, R.
TITLE: Psychological and behavioral adjustment: A model of healthy personing.
SOURCE: Journal of Rehabilitation, 1978, 44 (1), 24-29. (MDC-01982)
COMMENTS: This paper presents a model by which to organize rehabilitation adjustment services. The following personal adjustment areas are discussed: 1) communication skills, 2) purpose (reason for being), 3) beliefs, 4) values, 5) achievement skills, 6) self-control skills, and 7) integration (converting one's belief system into life behaviors). Brief training modules related to the above areas, accompanied by behavioral anchors and common skill and training labels, are presented.

KEY TERM: Personal Development

NATURE AND TYPE OF CONTENT: Applied, general
AUDIENCE AND FORMAT: Trainer, trainee Text
AUTHOR: Osborn, W., et al.
TITLE: An instructional program for employability orientation.
SOURCE: Alexandria, Virginia: Human Resources Research Organization, 1972. (MDC-00765)
COMMENTS: Instructional manual, the product of the DOL research project "Development of a Program of Instruction for WIN Employability Orientation. Designed to provide program instruction model for

WIN projects staff for orientation of the unemployed & unemployable to the world of work and to provide a training curriculum for socio-economic adaptation and general employability skills (as opposed to specific job skills). Instructional areas: food, clothing, health, child care, family relations, money management, community resources, self-concept, vocational goals, job search/application/interviewing, etc. (Manpower Admin Contract 51-49-70-06)

KEY TERM: Personal Development

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Journal article
AUTHOR: Overs, R.
TITLE: Avocational evaluation and work adjustment: A deterrant to dependency.
SOURCE: Journal of Rehabilitation, 1976, 42 (6), 21-24, 40, 48. (MDC-01603)
COMMENTS: Avocational activities are defined as leisure time activities. The importance of planning for and providing such activities as an alternative to paid work is emphasized. Leisure activities are proposed as a worthwhile alternative to vocational goals when the latter is not immediately feasible.

KEY TERM: Personal/Social Development

NATURE AND TYPE OF CONTENT: Applied, primary
AUDIENCE AND FORMAT: Trainer, trainee Training manual
AUTHOR: Endres, J., et al.
TITLE: Road to new horizons: Adjustment training.
SOURCE: Gracewood, Georgia: Gracewood State School and Hospital, Office of Rehabilitation Services, 1971. (MDC-0693)
COMMENTS: A manual designed as a program guide for teaching in the areas of personal, social, and work adjustment, and preparation for community living. Curriculum is directed to the level of the educable mentally retarded client. Sub-topics include self-evaluation, personal health & hygiene, personal appearance and grooming, establishing basic etiquette, social relationships, use of leisure time, vocational adjustment, money management and consumer education, home and family adjustment, and community orientation. Each individual unit contains lesson plans, teaching materials, and measures for evaluating effectiveness of the unit.

KEY TERM: Personal/Social Development

NATURE AND TYPE OF CONTENT: Applied, primary
AUDIENCE AND FORMAT: Trainer, trainee Training manual
AUTHOR: Shellhaas, O.
TITLE: Personal, social adjustment training curricula manual.

SOURCE: Austin, Texas: Austin State School, Vocational Rehabilitation Department, n.d. (MDC-01614)
COMMENTS: Designed for training in personal and social adjustment skills and intended primarily for use with moderately retarded clients. Pre-test and eval forms precede the sub- sections which can be used to establish baseline functioning and to record progress. Each unit also includes objective(s), activities, and materials. Unit topics are grooming, social adjustment, human relationships, social skills (manners), vocational adjustment, basic education skills, counting, time concepts, money handling and budgeting, using community resources, and mobility (transportation).

KEY TERM: Personal/Social Development

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee Training manual
AUTHOR: Smith, L.
TITLE: Project awareness, client training program, a skill enrichment program.
SOURCE: Willmar, Minnesota: West Central Industries, Inc.
COMMENTS: The purpose of Project Awareness is to increase placement of and retention rate of handicapped clients placed in competitive and sheltered employment. The manual is a series of competencies to train clients and is divided into three categories: 1) individual competency training, 2) social competency training and 3) vocational competency training. An objective is stated, along with methods to use, and alternative strategies that could also be utilized.

KEY TERM: Social Adjustment Training

NATURE AND TYPE OF CONTENT: Specific
AUDIENCE AND FORMAT: Trainee Training manual
AUTHOR: Bernstein, G. & Schmidt, R.
TITLE: A social skills curriculum with a vocational orientation.
SOURCE: In O. Karan (Ed.), Habilitation practices with the severely developmentally disabled. Volume 2. Madison, Wisconsin: University of Wisconsin-Madison, Research and Training Center, 1977. (MDC-02186)
COMMENTS: The program described is designed to teach social skills necessary to maintain unskilled and semiskilled employment. Training techniques utilized include instruction, modeling, rehearsal, and feedback.

KEY TERM: Social Adjustment Training

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainer, trainee Text
AUTHOR: Hamre, S.

TITLE: An approximation of an instructional model for developing home living skills in severely handicapped students.
SOURCE: In Brown, Williams & Crowner (Eds.), A collection of papers and programs related to public school services for severely handicapped students, Volume IV. Madison, Wisconsin: Badger Public Schools, 1974. (MDC-01370)
COMMENTS: The following basic home living skills are task analyzed in order to develop an instructional model; grooming skills, dressing skills, domestic maintenance skills, (including shoe polishing, laundry, ironing, floor cleaning, dishes), and cooking skills.

KEY TERM: Social Adjustment Training

NATURE AND TYPE OF CONTENT: Applied, secondary
AUDIENCE AND FORMAT: Trainee, trainer Text
AUTHOR: Karan, O., et al.
TITLE: Habilitation practices with the severely developmentally disabled.
SOURCE: Madison, Wisconsin: University of Wisconsin-Madison, Research & Training Center in Mental Retardation, 1976. (MDC-01634)
COMMENTS: Contains articles in the following areas: Current trends in vocational evaluation and training of the mentally retarded, research studies on work training with the retarded, social and recreational skill training with the retarded, training for professionals who work with the mentally retarded, and computer applications in programming for the severely developmentally disabled.

KEY TERM: Social Development

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee Text
AUTHOR: Magee, J.D.
TITLE: Preliminary report on social skill training in mildly retarded adolescents.
SOURCE: Texas: Texas Tech University, Research and Training Center in Mental Retardation, 1974.
COMMENTS: Paper presented at the Region V meeting of the American Association on Mental Deficiency, New Orleans, LA., Oct. 22-25, 1974. Reviews the reasons for vocational placement failures of the mentally retarded including lack of social skills. Study utilized group therapy based behavior change with 42 retarded participants including modeling and role playing emphasizing work related social skills. Includes statistical tables. Prepublication paper.

KEY TERM: Social Development

NATURE AND TYPE OF CONTENT: Applied, specific

AUDIENCE AND FORMAT: Trainer, trainee Journal article
AUTHOR: Singer, B.
TITLE: Role playing as a treatment adjunct in a transitional workshop setting.
SOURCE: Journal of Applied Rehabilitation Counseling, 1977, 7 (4), 245-248. (MDC-01643)
COMMENTS: Describes and discusses role playing as an effective technique for developing basic social skills (assertiveness) for handicapped young adults.

KEY TERM: Social Development

NATURE AND TYPE OF CONTENT: Applied, primary
AUDIENCE AND FORMAT: Trainer, trainee Training Manual
AUTHOR: Thiel, S.
TITLE: Inventory of habilitation programs for mentally handicapped adults.
SOURCE: Portland Oregon: Portland Habilitation Center, 1975. (MDC-01551)
COMMENTS: A 600 page curriculum guide for teaching moderately and severely handicapped students of all ages in the following areas: Part 1 - Social Behaviors Program covers work skills, work performance, grooming, interpersonal relations and unacceptable behaviors; Part 2 - Practical Living Skills program covers money management, food preparation and simple cooking & home living skills; Part 3 - Socialization Skills Program covers recreation and leisure time skills; Part 4 - Job Skills Program covers math and time telling concepts, use of simple hand tools, on-the-job safety, completing a job application, job readiness & job placement skills, etc.

KEY TERM: Social Development

NATURE AND TYPE OF CONTENT: Applied, primary
AUDIENCE AND FORMAT: Trainer, trainee Journal article
AUTHOR: Wehman, P.
TITLE: Toward a social skills curriculum for developmentally disabled clients in vocational settings.
SOURCE: Rehabilitation Literature, 1975, 36 (11), 342-348. (MDC-01294)
COMMENTS: A curriculum of social skills deemed necessary for successful vocational adjustment is presented for developmentally disabled clients. The curriculum is presented in a 4 phase hierarchical format of increasing complexity levels: personal care, primary interaction, job and community survival, and advanced interaction.

NATURE AND TYPE OF CONTENT: Applied, specific AUDIENCE AND FORMAT: Trainee, trainer Text AUTHOR: Bates, P. & Harvey, J.
TITLE: Social skills training with the mentally retarded.
SOURCE: In O. Karon (Ed.) Habilitation practices with the severely developmentally disabled: Volume 2. Madison, Wisconsin:

University of Wisconsin-Madison, Research and Training Center in Mental Retardation, 1977. (MDC-02172)
COMMENTS: The first purpose of this paper is to review the research conducted during the last 10 years which has involved social skills training with the mentally retarded. A second purpose is to propose a conceptual model of social skills.

KEY TERM: Socialization

NATURE AND TYPE OF CONTENT: Applied specific
AUDIENCE AND FORMAT: Trainee, trainer Journal article
AUTHOR: Campbell, J. & O'Toole, R.
TITLE: A situational approach.
SOURCE: Journal of Rehabilitation, 1971, 37 (4), 11-13. (MDC-00493)
COMMENTS: Discusses work adjustment in terms of the concepts of role theory and socialization. Describes how socialization may be obtained through a situational approach in the rehabilitation facility. Focus is on the manipulation of the roles of the work adjustment counselor, the work setting, and the agency itself.

KEY TERM: Socialization

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainer, trainee Journal article
AUTHOR: Capobianco, J.
TITLE: Continued socialization.
SOURCE: Journal of Leisurability, January, 1977, 4-6. (MDC-01733)
COMMENTS: The Continued Socialization Program stresses the development of adequate personal-social skills through leisure activities. The developers of this program emphasize that treating the person only as a worker and not taking into account his/her recreational/leisure needs, is dysfunctional.

KEY TERM: Survival Skills

NATURE AND TYPE OF CONTENT: Applied, Primary
AUDIENCE AND FORMAT: Trainee Training manual
AUTHOR: Wilkie, E.
TITLE: Guide to the community, Volume I.
SOURCE: Elwyn, Pennsylvania: Elwyn Institute, 1967. (MDC-00786)
COMMENTS: A 3-volume series originally designed for adult institutionalized retardates, the material has also been used with the culturally deprived. Section 1 - use of a newspaper to find a job. applying for a job by letters & using the state employment service. Section 2- job interview, personal data sheet and first day on the job. Section 3 - keeping the job, what to do if fired or laid off, finding another job; Section 4 - setting up a budget. Section 5 - why and where to bank, opening a savings account, depositing & withdrawing money.

KEY TERM: Survival Skills

NATURE AND TYPE OF CONTENT: Applied, primary
AUDIENCE AND FORMAT: Trainee, trainer Training manual
AUTHOR: Kramer, P.
TITLE: Success at community, occupational & personal effectiveness for rehabilitating people with developmental disabilities.
SOURCE: Lake Worth, Florida: Palm Beach Habilitation Center, 1976. (MDC-01531)
COMMENTS: A curriculum guide offering specific functional techniques to help & teach clients in many aspects of community, occupational, and personal survival. Divided into two parts, the first, Life Readiness, includes: communication, relationships, grooming, money, maintaining the household, citizenship, community resources, where to live, use of leisure time. Part 2, Job Readiness, includes curriculum exercises in the areas of staying on the job, new employee information interviews, applications, job hunting, job exploration, teamwork, job responsibilities, positive thinking, problem solving, and motivation.

KEY TERM: Survival Skills

NATURE AND TYPE OF CONTENT: Applied, primary
AUDIENCE AND FORMAT: Trainee Training manual
AUTHOR: Wilkie, E.
TITLE: Guide to the community, Volume III.
SOURCE: Elwyn, Pennsylvania: Elwyn Institute, 1967. (MDC-00788)
COMMENTS: Vol. III of a 3-volume series. Section 1 covers responsibilities of driving a car, drivers test/license, traffic laws, license plates, car inspection/insurance; Section 2 covers locating housing; Section 3 covers furnishing a home or apartment; Section 4 covers legal matters--accidents, being arrested or sued; Section 5 covers community services such as mental health, nursing, employment office, vocational rehabilitation, legal aid, family service, public housing; Section 6 covers medical emergencies.

KEY TERM: Survival Skills

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainer, trainee Text
AUTHOR: Kreps, A. & Redden, C.
TITLE: Ongoing classes for developmentally disabled adults in the Denver area: Working curricula 1975-1976.
SOURCE: Denver, Colorado: Metropolitan State College, The College for Living, 1975. (MDC-01754)
COMMENTS: A curriculum guide in 12 life problem areas which includes keeping healthy, living safely, homemaking and family living, understanding one's self and getting along with others, understanding the physical environment, appreciating and

creating beauty, being a responsible citizen, leisure time, earning a living.

KEY TERM: Survival Skills

NATURE AND TYPE OF CONTENT: Applied, primary
AUDIENCE AND FORMAT: Trainee Training manual
AUTHOR: Wilkie, E.
TITLE: Guide to the community, Volume II.
SOURCE: Elwyn, Pennsylvania: Elwyn Institute, 1967. (MDC-00787)
COMMENTS: Volume II of a 3-volume instructional series. The guides are designed to be used by the student with pictures supporting the dialogue. Section 1 covers understanding and preparing an income tax return (form shown out of date); Section 2 covers understanding, purchasing and collecting on life insurance; Section 3 covers understanding differences in health insurance and paying health insurance; Section 4 covers understanding and applying for social services.

COMPETENCY 12:

Disability/Target Group Characteristics

DEFINITION:

Relates to a general understanding of disabilities and minority/disadvantagement problems (sexual, social, personal, economic), differences and the implications these have for client vocational adjustment.

KEY TERMS:

Aged..... 12-2 - 12-5
Cerebral Palsy..... 12-5
Deafness..... 12-6 - 12-7
Disability Characteristics..... 12-7 - 12-8
Sexual Characteristics..... 12-8 - 12-11
Disability Social Considerations.... 12-11
Emotionally Disturbed..... 12-11 - 12-12
Mental Retardation..... 12-12 - 12-14
Mental Illness..... 12-14 - 12-16
Spinal Cord Injured..... 12-16
Visually Impaired..... 12-16 - 12-18

KEY TERM: Aged

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Journal article
AUTHOR: Batten, M.
TITLE: The application of a unique industrial health system.
SOURCE: Industrial Gerontology, 1973, 19, 38-48. (MDC-01549)
COMMENTS: Contains a description of a research and demonstration program which tested the effectiveness of the GULHEMP technique, an industrial health system and method for placing workers (especially those over 40) on jobs for which they are physically fit.

KEY TERM: Aged

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Journal article
AUTHOR: Kelleher, H. & Quirk, D.
TITLE: Age, physical capacity and work: An annotated bibliography.
SOURCE: Industrial Gerontology, 1976, 19, 80-98. (MDC-01550)
COMMENTS: This bibliography is composed of selected literature on age, functional capacity and work.

KEY TERM: Aged

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Text
AUTHOR: Koyl, L. & Hanson, P.
TITLE: Age, physical ability and work potential.
SOURCE: Washington, D.C.: The National Council on the Aging, 1972. (MDC-01375)
COMMENTS: Two techniques for measuring an aging worker's fitness for work are described: The GULHEMP Scale, developed by Leon Koyl of Canada, and the other by Bert Haman of the Royal Technical University, Stockholm. The techniques deal with physical (and emotional) fitness, not with assessment of a specific job skill, for which other tests are well- developed.

KEY TERM: Aged

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Text
AUTHOR: Koyl, L.
TITLE: Employing the older worker: Matching the employee to the job.
SOURCE: Washington, D.C.: National Council on the Aging, Inc., 1974. (MDC-01355)
COMMENTS: This manual is designed for the use of the GULHEMP Scale, which is a method for assessing fitness (particularly for the aged) for a particular job. It is not a method for evaluating the workers skill performance. The GULHEMP acronym stands for: G

- general physique, U - upper extremities, L - lower extremities, H - hearing, E - eyesight, M - mentally, and P - personality.

KEY TERM: Aged

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: rainee Text
AUTHOR: Human Resources Center, INA Mend Institute.
TITLE: Matching job and worker characteristics work supplement for the aged.
SOURCE: Albertson, New York: Author, 1973. (MDC-00858)
COMMENTS: A description and final report of Project Senior Abilities, designed to match the talents and needs of older workers with specific job requirements. Deals with older workers employment problems, employment requirements, employer attitudes, staff and project setting, and results of the project. Lists areas in which employment for older workers was most likely.

KEY TERM: Aged

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Journal article
AUTHOR: Meadow, L.
TITLE: Vocational adjustment of the emotionally disturbed aged.
SOURCE: Journal of Jewish Communal Services, 1957, 33, 396-401. (MDC-00358)
COMMENTS: An examination of vocational adjustment of older, emotionally disturbed adults. Points out need for physical, psychological, and social services. Suggests treatment for vocational adjustment including removal of subjects from a rejecting environment, resocialization, initiating meaningful and creative activity, and psychotherapy.

KEY TERM: Aged

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee Text
AUTHOR: Jewish Vocational Service.
TITLE: Work adjustment center for older disabled workers.
SOURCE: Chicago: Author, 1971. (MDC-00596)
COMMENTS: Final report of a project to establish vocational services for older disabled workers in the Chicago area. Clients served over the three year period are described and various group comparisons made. The agency's primary objectives were the provision of rehabilitation services to bring about increased services by other social agencies to them and to improve the understanding of factors influencing the older disabled worker's degree of vocational success.

KEY TERM: Aged

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee Text
AUTHOR: Jewish Vocational Service.
TITLE: The therapeutic workshop for older persons.
SOURCE: Chicago: Author, 1966. (MDC-00446)
COMMENTS: Report of a Chicago JVS project in which psychological and social problems associated with aging were studied. The project design is described and client characteristics are presented. The results of the study relate to psychological aging, role change, and specific categories of clients. Elements of a therapeutic workshop for older people are mentioned.

KEY TERM: Aged

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, Trainer Journal article
AUTHOR: Frenkiel, N., et al.
TITLE: Establishment of work tolerance limits for participation in a sheltered workshop program in a home for the aged.
SOURCE: Journal of The American Geriatrics Society, 1965, 13 (3), 248-252. (MDC-00188)
COMMENTS: Report of a project designed to measure the work capacities of aged clients. Sheltered workshop tasks were utilized in part to analyze the clients' work tolerance and set work limits.

KEY TERM: Aged

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee Text
AUTHOR: Jewish Employment and Vocational Service.
TITLE: A work adjustment center for older disabled workers.
SOURCE: Philadelphia: Author, 1967. (MDC-00233)
COMMENTS: Final report of a VRA project conducted by the Philadelphia Jewish Employment and Vocational Service which provided work adjustment and vocational evaluation for disabled older persons. The vocational evaluation system consisted of initial case history and psychological testing at intake and vocational evaluation using work samples and work activities. Includes implications, summary and conclusions.

KEY TERM: Aged

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Text
AUTHOR: Alabama School of Trades Rehabilitation Center.
TITLE: A method for evaluating and adjusting the emotionally handicapped client and older disabled worker...employment.

SOURCE: Gadsden, Alabama: Author, 1965. (MDC-00181)
COMMENTS: The fnal report, including results and implications, and description of a project to develop work adjustment and work evaluation for the "problem" client who had failed previously and was not fully assessed by standardized tests and routine work samples. The "problem" client population consisted of those with physical & mental disabilities whose primary handicap was manifested in a negative attitude toward work and an inappropriate pattern of vocational adjustment. Evaluation phase consisted of simple subcontract jobs and work related activities such as ceramics, weaving, copper tooling, leather working, sewing and wood construction.

KEY TERM: Aged

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, Trainer Text
AUTHOR: Caruth Memorial Rehabilitation Center.
TITLE: A demonstration project of the feasibility of vocational rehabilitation for vocationally handicapped...45...and over.
SOURCE: Dallas, Texas: Author, 1966. (MDC-00048)
COMMENTS: A final project report on the feasibility of vocational rehabilitation for vocationally handicapped persons 45 years of age or over. Subcontract work as a means of evaluation and work adjustment discussed. Results and recommendations included.

KEY TERM: Cerebral Palsy

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Text
AUTHOR: Cruickshank, W. M.
TITLE: Cerebral palsy: A developmental disability. (3rd Rev. Ed.)
SOURCE: Syracuse, New York: Syracuse University Press, 1975.
COMMENTS: Presents 17 papers by clinicians, educators, pediatricians, and other specialists on medical and psychological aspects of cerebral palsy; therapeutic measures; education and vocational guidance; and assistance to families.

KEY TERM: Cerebral Palsy

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee Journal article
AUTHOR: Ayres, A.
TITLE: A study of the manual dexterity and workshop wages of thirty-nine cerebral palsied trainees. (MDC-78)
COMMENTS: A study of the level of manual dexterity as it relates to workshop wages of cerebral palsied clients. Description of the testing method (General Aptitude Test Battery), results and conclusions included.

KEY TERM: Deafness

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Journal article
AUTHOR: Rainer, J.D.
TITLE: Some observations on affect induction and ego development in the deaf.
SOURCE: International Review of Psycho-Analysis, 1976, 3 (1), 121-128.
COMMENTS: Discusses adolescents and adults with profound hearing loss since birth or early childhood, indicating in them a greater or lesser degree of immaturity, lack of empathy, and stereotypy in conscience and social behavior. Also noticed is a relatively shallow affective response which is short-lived, labile, and detached. The possible developmental relation of these traits to absence of sound or to object deprivation is considered, and the necessity for further studies of deaf infants is pointed out. Case illustrations are included.

KEY TERM: Deafness

NATURE AND TYPE OF CONTENT: Applied, general
AUDIENCE AND FORMAT: Trainee Text
AUTHOR: Blake, G.
TITLE: A demonstration to determine the efficacy of providing rehab services to the adult deaf in an ongoing...persons. Final report.
SOURCE: Little Rock, Arkansas: Arkansas Rehabilitation Service, 1970. (MDC-00619)
COMMENTS: Results of a study the purpose of which was to determine the effectiveness, feasibility, and desirability of serving the adult deaf in a rehab center for handicapped hearing persons. Methodology is described and results are given in terms of recruitment and referral information, enrollment, services, follow-up, student affairs, costs, staffing, development of instruction materials, and inservice professional training. The project is evaluated and recommendations made for modification of services and staffing patterns in serving this particular group. (Research and Demonstration Grant 1932)

KEY TERM: Deafness

NATURE AND TYPE OF CONTENT: Applied, general
AUDIENCE AND FORMAT: Trainee Text
AUTHOR: Lawrence, C. & Vescovi, G.
TITLE: Deaf adults in New England.
SOURCE: Boston: New England Rehabilitation for Work Center of Morgan Memorial, Inc. 1967. (MDC-00236)
COMMENTS: Final report of a project designed to provide educational, social, rehabilitation, and psychological services for deaf adults. Describes problems in evaluation of the deaf,

specifically with work samples, and lists psychometric instruments used. (Research and Demonstration Grant 1576-S)

KEY TERM: Deafness

NATURE AND TYPE OF CONTENT: Applied, general
AUDIENCE AND FORMAT: Trainee Text
AUTHOR: University of Arkansas, Rehabilitation Research & Training Center.
TITLE: The rehabilitation of the deaf...a training guide.
SOURCE: Fayetteville, Arkansas: Author, 1973. (MDC-01196)
COMMENTS: Final report from the study group on the rehabilitation of the deaf. Topics include overview of rehabilitation of the deaf, communication; outreach; referral; vocational evaluation counseling and adjustment services; employment and job retention; community resources, development and utilization; and critical rehabilitation program components for serving the deaf. Also includes a selected bibliography.

KEY TERM: Disability Characteristics

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Journal article
AUTHOR: Babin, D.E.
TITLE: Body awareness in the physically abnormal.
SOURCE: Journal of Religion and Health, July, 1975, 14 (3), 184-191.
COMMENTS: Three attitudes (guilt, anger, and pride) held toward the bodies of physically disabled persons are discussed. It is maintained that physically disabled individuals pay more attention to their bodies and its limitations than do physically normal individuals. Also, more attention is given to the bodies of the physically disabled than to others, (e.g., from physicians). It is concluded that both the ability to focus on one's body and to ignore one's body (as many normal people do), are valuable. It is argued that normals need to learn from the physically disabled regarding body awareness and vice versa.

KEY TERM: Disability Characteristics

NATURE AND TYPE OF CONTENT: Applied, general
AUDIENCE AND FORMAT: Trainees, trainers Text
AUTHOR: Goldenson, R.M., Dunham, J.R. & Dunham, C.S.(Eds.)
TITLE: Disability and rehabilitation handbook
SOURCE: New York: McGraw - Hill, 1978.
COMMENTS: Presents down-to-earth information on every major disabling disorder and covers the rehab process in all its aspects. Part I deals with practical approaches that could aid the disabled in daily functional living. Part II covers all the major handicapping conditions and details the implications of each. Part III provides actual cases for insight into the condition.

Part IV is an extensive compilation of statistics, names, addresses of relevant organizations, agencies, and major sources of information and supplies. The book could appeal to a wide-range of readers, professionals and family members.

KEY TERM: Disability Characteristics

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Text
AUTHOR: Cobb, A. B.
TITLE: Medical and psychological aspects of disability.
SOURCE: Springfield, Illinois: Charles C. Thomas Publishers, 1973.
COMMENTS: Dr. Cobb's approach in this book is to discuss the medical aspects of a disability in one chapter (these include anatomical concerns, disease processes, trauma, diagnostic symptoms, treatment and surgery) followed by a chapter which treats the social; psychological, and vocational aspects of the disability. These psychologically oriented chapters also include statements and guides relating to the rehabilitation of persons with these disabilities.

KEY TERM: Disability Characteristics

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Text
AUTHOR: Hylbert, K. W.
TITLE: Medical information for human service workers.
SOURCE: State College, Pennsylvania: Counselor Education Press, 1976.
COMMENTS: This book is designed to be useful to human services workers who need an elementary understanding of chronic disease and disability. It is designed for upper level undergraduates and graduates, who have had some courses in anatomy/or physiology, in such fields as educational counseling, rehabilitation counseling, social work, and rehabiitation psychology. A major goal of the book is to provide material to the reader to enable him to have an understanding of medical reports and communicate effectively with medical professionals and paraprofessionals.

KEY TERM: Sexual Characteristics

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Text
AUTHOR: Green, Richard, M.D.
TITLE: Human sexuality - a health practitioner's text.
SOURCE: Baltimore, Maryland: The Williams & Wilkins Co., 1975.
COMMENTS: A textbook on human sexuality designed for medical students and doctors. Such topic areas as: sexuality in the paraplegic, sexuality in the mentally retarded, the treatment of sexual incompatibilities in couples, etc. are discussed by

contributing authors. Designed to increase the physician's awareness of his/her beliefs towards various problems.

KEY TERM: Sexual Characteristics

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Text
AUTHOR: Robmault, I. P.
TITLE: Sex, society and the disabled - a developmental inquiry into roles, reactions, and responsibilities.
SOURCE: Hagerstown, Maryland: Harper & Row, 1978.
COMMENTS: The premise of book is that a developmental perspective may prove to be a connecting thread to understanding sexuality. The sexuality of individuals with chronic disability is presented in the sequence of the life-cycle from infancy through older ages. Samples chosen from real life experiences and research reports illustrate what the disabled share with their able- bodied contemporaries, where adjustments have to be considered, and what realistic options exist. This book's purpose is to stimulate productive inquiry among professions that concern themselves with the sexuality of the disabled

KEY TERM: Sexual Characteristics

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Journal article
AUTHOR: Cole, T.
TITLE: Sexuality and physical disabilities.
SOURCE: Archives of Sexual Behavior, 1975, 4 (4), 389-403.
COMMENTS: The author notes that Weiss and Diamond (1966) found that paraplegics who avoided realistic acceptance of disability also avoided realistic consideration of sexuality. Cole suggests that by working from a sexuality point of view, realistic acceptance in other areas might be encouraged. Cole indicates that it is more difficult for the developmentally disabled because childhood and adolescence have been sheltered. Detailed physical explanation of reflex erections, fantasized orgasms, comparison of able-bodied & SCI responses, etc. Emphasis on helping client regain control over his/her life.

KEY TERM: Sexual Characteristics

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Pamphlet
AUTHOR: Ayrault, E.W.
TITLE: Helping the handicapped teenager mature (Pamphlet #504).
SOURCE: New York: Public Affairs Committee, Inc., 1976.
COMMENTS: This pamphlet deals with general issues confronting disabled youths. Emphasis is on self-concept and realistic adjustment to disability. Section on sexuality stresses the need for

complete education in this area. Also, a brief discussion of some common sexual problems and patterns.

KEY TERM: Sexual Characteristics

NATURE AND TYPE OF CONTENT: Applied, general
AUDIENCE AND FORMAT: Trainee, Trainer Journal article
AUTHOR: Anderson, T. P. & Cole, T. M.
TITLE: Sexual counseling of the physically disabled.
SOURCE: Post Graduate Medicine, 1975, 58 (1), 117-123
COMMENTS: The authors of this article deal with the following concerns: a) what role sexuality plays in the adaptation of an individual to disability, b) how should sex counseling for the disabled be approached and when should it begin, and c) how patients with spinal cord injuries can have satisfactory sex lives.

KEY TERM: Sexual Characteristics

NATURE AND TYPE OF CONTENT: Applied, general
AUDIENCE AND FORMAT: Trainee, trainer
AUTHOR: Woods, Nancy Fugate.
TITLE: Human sexuality in health and illness. (2nd edition.)
SOURCE: St. Louis, Missouri: C.V. Mosby Co., 1979.
COMMENTS: This text examines the biologic, psychologic, and social components of human sexuality. Unit I examines the bio-psychosocial nature of human sexuality, including sexual response patterns, the wide variation possible in human sexual behavior, and the changing nature of sexuality throughout the life cycle. Unit II is devoted to sexual health and health care asessment of sexual health, roles for professional nurses in the delivery of sexual health services, preventive and restorative intervention, and sexual dysfunction are explored. Unit III explores clinical aspects of human sexuality.

KEY TERM: Sexual Characteristics

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Text
AUTHOR: de la Cruz, F.F. & LaVeck, G. D. (Eds.)
TITLE: Human sexuality and the mentally retarded.
SOURCE: New York: Brunner/Mazel, Publishers, 1973.
COMMENTS: This book is a compilation of reports and discussions from fifty participants at a Conference on Human Sexuality and Mentally Retarded. The participants included experts in medicine, genetics, law, education, and social sciences. The participants examined physical and psychological aspects of sexual behavior and applied their findings to the special needs of the mentally retarded. Pertinent issues discussed were the effects of institutionalization, sex education programs,

available and future types of contraception, marriage and parenthood.

KEY TERM: Disability Social Considerations

NATURE AND TYPE OF CONTENT: Applied, general
AUDIENCE AND FORMAT: Trainee, trainer Text
AUTHOR: Power, Paul W. & Orto, Arthur E. Dell (Eds.)
TITLE: Role of the family in the rehabilitation of the disabled.
SOURCE: Baltimore, Maryland.: University Park Press, 1980.
COMMENTS: This book provides further knowledge to health professionals on how the family can be a resource in rehabilitation by showing how the family can be a determinant in the rehab of the disabled person, how an understanding of the psychological meaning of an illness to the patient and family can be an important tool in helping the patient and how relevant helping skills can assist the family to adjust to chronic illness.

KEY TERM: Emotionally Disturbed

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee Journal article
AUTHOR: Growick, B.
TITLE: Effects of a work adjustment program on emotionally handicapped individuals.
SOURCE: Journal of Applied Rehabilitation Counseling, 1976, 7 (2), 119-123. (MDC-01502)
COMMENTS: Purpose of study was to investigate the effects of a work adjustment program on the rehabilitation status of emotionally handicapped individuals. Results are discussed in terms of changes in (1) client attitudes toward work and (2) the manifest anxiety level of its participants

KEY TERM: Emotionally Disturbed

NATURE AND TYPE OF CONTENT: Applied, general
AUDIENCE AND FORMAT: Trainee, Text
AUTHOR: Schmidt, P., Arnholter, E. & Warner, M.
TITLE: Work adjustment program for disabled persons with emotional problems.
SOURCE: Indianapolis: Indianapolis Goodwill Industries, 1962. (MDC-00474)
COMMENTS: Final report of a project designed to put to practical application the knowledge, methods, and techniques developed by the research project conducted at Jewish Vocational Service of Chicago entitled "Vocational Adjustment Center for Disabled Persons with Emotional Problems". Secondary goals included were to explore the value of new techniques of work adjustment for adaptation to Goodwill Industries, and to determine the

effectiveness of industrial supervision without high level education backgrounds.

KEY TERM: Mental Retardation

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Journal article
AUTHOR: Farina, A., Thaw, J., Felner, R.D & Hust, B.E.
TITLE: Some interpersonal consequences of being mentally ill or mentally retarded.
SOURCE: American Journal of Mental Deficiency, January, 1976, 80 (4), 414-422.
COMMENTS: Investigated whether a) demeaning conditions elicit uniformly unfavorable reactions and b) social responses vary as a function of differences in the stigmas possessed. The study was conducted at an institution for mentally retarded persons.

KEY TERM: Mental Retardation

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Text
AUTHOR: Brolin, D. E.
TITLE: Vocational preparation of retarded citizens.
SOURCE: Columbus, Ohio: Charles E. Merrill Publishing Co., 1976.
COMMENTS: This book is intended to conceptualize and delineate practices which can effectively prepare moderately/mildly mentally retarded individuals vocationally. These practices should also have application for programs with slow learners and other disabled persons. The material is written with a "how-to-do-it" approach. It is not another book of readings, but one person's conceptualization of how the retarded can best be vocationally prepared, based on his experience, teaching, readings, and discussions with knowledgeable others.

KEY TERM: Mental Retardation

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Text
AUTHOR: University of South Dakota, Department of Psychology.
TITLE: The predictive assessment of the adult retarded for social and vocational adjustment: Part II, analysis of literature.
SOURCE: Vermillion, South Dakota: Author, 1969. (MDC-00338)
COMMENTS: A detailed analysis of the literature on research dealing with predictive assessment, both social and vocational, of adult retardates, and the application of the research findings. Contains sections on the problems of prediction and also results of follow-up studies of retarded clients who had received rehabilitation services. Summary and conclusions.

KEY TERM: Mental Retardation

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Text
AUTHOR: Cobb, H.
TITLE: The forecast of fulfillment: A review of research on predictive assessment of the adult retarded...vocational adjustment.
SOURCE: New York: Teachers College Press, Columbia University, 1972. (MDC-00472)
COMMENTS: An analysis of the literature relevant to the predictive assessment of the retarded adult for social and vocational development. Includes a review section of follow-up studies (Kennedy; Baller, Charles and Miller; Deno; Saenger); a section on analytical studies (Windle; Taylor; Parnicky and Kahn; Pinkard; Dayan; Schulman; Stephens; Bower and Switzer); and a final section summarizing research and implications for vocational counseling.

KEY TERM: Mental Retardation

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee Journal article
AUTHOR: Niziol, U. & DeBlassie, R.
TITLE: Work adjustment and the educable mentally retarded adolescent.
SOURCE: Journal of Employment Counseling, 1972, 9 (4), 158-166. (MDC-00754)
COMMENTS: A review of the studies which have attempted to measure vocational adjustment of educable mentally retarded adolescents Two major areas - identification of work adjustment problems and instruments used to determine job success - are covered with research related to each area discussed.

KEY TERM: Mental Retardation

NATURE AND TYPE OF CONTENT: Applied/theoretical general
AUDIENCE AND FORMAT: Trainee Text
AUTHOR: Browning, P.
TITLE: The work adjustment of the mentally retarded: A frame of reference for practice and research.
SOURCE: Eugene, Oregon: University of Oregon, Department of Special (MDC-00739)
COMMENTS: Discusses the state of theory as it relates to the work adjustment of mentally retarded. An actual theory of work adjustment (Minnesota Theory of Work Adjustment) is presented along with implications of this theory as a framework for the practitioner and research worker.

KEY TERM: Mental Retardation

NATURE AND TYPE OF CONTENT: Applied, general
AUDIENCE AND FORMAT: Trainee Text
AUTHOR: Brolin, D.
TITLE: Vocational preparation of retarded citizens.
SOURCE: Columbus, Ohio: Charles E. Merrill Publishing Co., 1976. (MDC-01503)
COMMENTS: A conceptualization of how most moderately/mildly retarded adolescents & adults can be appropriately prepared for successful functioning. Part I presents basic background information on the nature of mental retardation, development of a work personality, vocational adjustment and potential of retarded persons, and a review of vocational services available. Part II presents techniques for preparation for vocational functioning, counseling, evaluation, training and job placement and follow-up. Part III presents models for secondary and post-secondary programs and methodologies for program evaluation.

KEY TERM: Mental Illness

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee Journal article
AUTHOR: Tizard, J.
TITLE: The effects of different types of supervision on the behavior of mental defectives in a sheltered workshop.
SOURCE: American Journal of Mental Deficiency, 1953, 58, 143-161. (MDC-00570)
COMMENTS: A group of high-grade mentally defective adolescent males in a workshop were studied regarding the effects of three different types of discipline - strict, friendly, and laissez-faire. Nurses' uses of behavior measures such as time samplings and nurses' rankings are described.

KEY TERM: Mental Illness

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee Text
AUTHOR: Jewish Vocational Service of Cincinnati.
TITLE: Psychiatric disability and work adjustment.
SOURCE: Cincinnati: Author, 1963. (MDC-00445)
COMMENTS: Describes the Vocational Adjustment Center (VAC) of the Jewish Vocational Service of Cincinnati which follows the prototype of the VAC of Jewish Vocational Service, Chicago. Primary focus is upon theory of work adjustment of psychiatric patients. Motivation as a significant factor in the rehabilitation of clients is stressed.

KEY TERM: Mental Illness

NATURE AND TYPE OF CONTENT: Applied, specific

AUDIENCE AND FORMAT: Trainee Journal article
AUTHOR: Oseas, L.
TITLE: Work requirements and ego defects.
SOURCE: Psychiatric Quarterly, 1963, 37, 105-122. (MDC-00468)
COMMENTS: Meanings of work to the recovering psychotic are covered in terms of the role played by work in striving for a) self-actualization, b) self-identification, c) self-enhancement, d) social participation, e) mastery, and f) security.

KEY TERM: Mental Illness

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee Journal article
AUTHOR: Barton, E. (Ed.)
TITLE: Adjustment services for clients with mental health problems: A community-based enterprise.
SOURCE: Vocational Evaluation and Work Adjustment Bulletin, 1972, 5 (3), 33-38. (MDC-00715)
COMMENTS: Review of a book, Rehabilitation in Community Mental Health, (Jossey-Bass, Inc.), by H. Lamb, et al., which provides insights and information on community-based approaches and resources for rehabilitation of the mentally ill.

KEY TERM: Mental Illness

NATURE AND TYPE OF CONTENT: Applied, general
AUDIENCE AND FORMAT: Trainee Text
AUTHOR: Cull, J. & Hardy, R. (Eds.)
TITLE: Adjustment to work.
SOURCE: Springfield, Illinois: Charles C. Thomas, Publisher, 1973. (MDC-00831)
COMMENTS: Collection of readings contributed by a number of authors. Topics include: a description of VEWAA Assoc, future of vocational evaluation and work adjust, theory of work adjustment, meaning of work, relationship of work adjustment to leisure adjustment, description of the Materials Development Center, contribution of group work to work adjustment, contribution of psychological evaluation to work adjustment, work adjustment and the DOT, work adjustment and the mentally ill, etc. Also includes examples of unit forms re: vocational evaluation, social habilitation, industrial therapy, and rehabilitation counseling.

KEY TERM: Mental Illness

NATURE AND TYPE OF CONTENT: Applied, general
AUDIENCE AND FORMAT: Trainee, Text
AUTHOR: Cull, J. & Hardy, R.
TITLE: Modifications of behavior of the mentally ill: Rehabilitation approaches.

SOURCE: Springfield, Illinois: Charles C. Thomas, Publisher, 1974. (MDC-01324)
COMMENTS: A book of readings which includes the following topics: definition of mental illness, use of behavior modification techniques with the mentally ill, group therapy with alcohol abusers, group counseling with mentally handicapped, services and organizations of the rehabilitation unit, rehabilitation services and organizations in the community, transitional and supportive services, uses and abuses of psychological assessment, and problems in the work adjustment of the mentally ill.

KEY TERM: Mental Illness

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Journal article
AUTHOR: Lee, W.
TITLE: A comparison of staff and patient work values in a mental health setting.
SOURCE: Vocational Evaluation and Work Adjustment Bulletin, 1979, 9 (3), 21-27. (MDC-01539)
COMMENTS: The purpose of this research was to explore work value similarities and differences between psychiatric staff and patients. As the study suggests that the two groups differ in their work values, such differences may constitute a barrier to effective treatment programs.

KEY TERM: Spinal Cord Injured

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Journal article
AUTHOR: Felice, K.A., Muthard, J.E. & Hamilton, L.S.
TITLE: The rehabilitation problems and needs of the spinal-cord injured: A pilot study.
SOURCE: Journal of Applied Rehabilitation Counseling, Summer, 1976, 7 (2), 76-88.
COMMENTS: Reports the findings of a pilot study of spinal-cord injury (SCI) in Florida, under 3 headings: a) the incidence of SCI in Florida; b) the experience of SCI persons and vocational rehabilitation counselors, and their perceptions of the adequacy of their community's treatment and rehabilitation services for the SCI; and c) the availability of facilities, equipment, and personnel for the care of SCI individuals in Florida. Recent developments in such cases are discussed.

KEY TERM: Visually Impaired

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Text
AUTHOR: Jernigan, K.

TITLE: Blindness: The myth and the image.
SOURCE: Washington: The National Federation of the Blind, n.d.
COMMENTS: Author contrasts two opposing views of blindness: One that considers it a tragedy evoking pity, the other view as a physical nuisance which need not prevent productive functioning. Condescending social attitudes are discussed and satirized.

KEY TERM: Visually Impaired

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee Journal article
AUTHOR: Wilson, E.
TITLE: Assessing the readiness of blind persons for vocational placement.
SOURCE: Washington: The New Outlook for the Blind, 1974. (MDC-01186)
COMMENTS: The relationship of work to the needs, especially psychological, of clients is explored. Recommends complete evaluation and testing in order to develop a specific rehabilitation program. Also suggests that such a program might include intensive training and counseling especially for congenitally blind high school graduates prior to placement because the role played by work itself is an important part of the person's rehabilitation. Problem of individuals with unrealistic vocational goals is also discussed.

KEY TERM: Visually Impaired

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee Journal article
AUTHOR: Dickey, T.
TITLE: Meeting the vocational needs of the older blind person.
SOURCE: Washington: The New Outlook for the Blind, 1975. (MDC-01248)
COMMENTS: Vocational placement of older blind people is discussed. Statistical data on desirability of hiring older workers is reviewed, along with pointers on responding to employers objections. Categorizes older blind persons as falling into four groups - minimal, average, sheltered, and special - each requiring a different level of placement services. Relationship of past work experience to new job possibilities is also explored.

KEY TERM: Visually Impaired

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee Journal article
AUTHOR: Leach, R.
TITLE: Community work experience as part of adjustment training for blind persons.
SOURCE: Washington: The New Outlook for the Blind, 1976. (MDC-01482)

COMMENTS: Reports on an on-the-job work experience program for blind clients. Recommendations for implementing such a program are included.

KEY TERM: Visually Impaired

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee Journal article
AUTHOR: Monroe, C.
TITLE: Adjustment services for the blind.
SOURCE: Journal of Rehabilitation, 1978, 44 (1), 30-34. (MDC-01983)
COMMENTS: Discusses areas important to the adjustment of the blind/visually impaired including psychological beliefs which limit the potential of the individual, technological developments, educational and vocational adjustment, rehabilitation capabilities, and adjustment to changing physical demands.

COMPETENCY 13:

Vocational Evaluation as a Process

DEFINITION:

Relates to the tasks involved in selecting, administering, and interpreting the findings from tests, work samples, and other technologies used to evaluate the client.

KEY TERMS:

Administration.....
Interpretation.....
Report Writing.....
Use of Evaluation Findings.....
Vocational Planning.....

Several complete annotated bibliographies are available on this competency. Contact the Materials Development Center, Stout Vocational Rehabiliation Institute, University of Wisconsin-Stout, Menomonie, Wisconsin, for their most recent bibliography on Vocational Evaluation.

COMPETENCY 14:

Employment Opportunities and Client Placement

DEFINITION:

Relates to developing job markets for clients and the wide range of pre and post placement activities needed to insure adequate client adjustment on the job once placement is accomplished.

KEY TERMS:

Job Analysis..... 14-2
Follow-up and Retention..... 14-2 - 14-4
Job Development..... 14-4 - 14-8
Job Placement..... 14-8 - 14-22
Job Seeking Methods..... 14-22 - 14-24
On-the-Job Training..... 14-24 - 14-25

KEY TERM: Job Analysis

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainer, trainee Text
AUTHOR: Engelkes, J.
TITLE: Job analysis in vocational rehabilitation.
SOURCE: In Vandergoot, D. & Worrall, J.D., Placement in Rehabilitation - A career development perspective, 1979. (MDC-00137)
COMMENTS: This chapter illustrates how job analysis can be specifically related to many activities within the rehabilitation process. Also stresses that job analysis, when used to plan for job restructuring, can provide counselors and employer with an opportunity to collaborate in developing advancement opportunities. This chapter provides further evidence of the value of viewing the rehabilitation professional's role as an information broker. Presents 2 illustrations of job analysis procedures. These have been developed for the busy rehab practitioner who has heavy caseload requirements.

KEY TERM: Job Analysis

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Text
AUTHOR: Mallik, Kalisankar.
TITLE: Job accommodation through job restructuring and environmental modification (Chapter 8).
SOURCE: In Vandergoot, D. & Worrall, J.D., Placement in Rehabilitation - A career development perspective, 1979. (MDC-00137)
COMMENTS: This chapter cautions that the job analyzer must be careful not to let concern for the placement of a particular client interfere with an objective job analysis. This point does not negate the use of job analysis for planning individual rehabilitation, but it places appropriate emphasis on the need for objectivity. This chapter also illustrates how rehabilitation can benefit from the expertise of bioengineering. Catalogues, in one document, many commercial devices relevant for overcoming a variety of functional limitations.

KEY TERM: Follow-up and Retention

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Text
AUTHOR: Kochany, L. & Keller, J.
TITLE: An analysis and evalution of the failures of severely disabled individuals in competitive employment.
SOURCE: Vocational Training and Placement of Severely Disabled Persons, Project Employability, 1980, 2. (MDC-02430)
COMMENTS: This paper isolates numerous factors which diminish the prospect of employment or lead to termination. It is divided into 2 major sections: 1) potential parameters for failure in

employment and 2) case study discussions of the problems which have occurred in Project Employability Stresses that the summary tables presented seem to indicate that lack of agency or parental support in combination with maladoptive behaviors or lack of work competency are primary causes for failure in employment.

KEY TERM: Follow-up and Retention

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Journal article
AUTHOR: Olshansky, Simon & Beach, D.
TITLE: Follow-up of clients placed into regular employment.
SOURCE: Rehabilitation Literature, 1974, 35 (8). (MDC-00040)
COMMENTS: Results of a follow-up study on 237 persons, to ascertain how many are still working, how long and how did they differ from the unemployed? Detailed how the information was collected, how the "ready-for-employment" individual was selected, and the general characteristics of those who were placed. A discussion was offered regarding 3 major questions; 1) how are results of placement effort evaluated, 2) can we predict which clients placed are more likely to succeed, and 3) would a more prolonged period of follow-up have increased the client's chance of staying at work?

KEY TERM: Follow-up and Retention

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainer, trainee Text
AUTHOR: Wehman, P.
TITLE: Job Retention, Chapter V.
SOURCE: Competitive Employment: New Horizons for Severely Disabled Individuals, Paul H. Brookes Publishing Co., Inc., 1981. (MDC-00232)
COMMENTS: The fading strategies discussed in this chapter were developed to help reduce staff time required in helping severely disabled adults maintain competitive employment. All the strategies discussed may not be necessary for every client, but they can be levers for removing obstacles. The role of advocacy in job retention is discussed. Specific data were presented indicating the intervention time spent for each client placed over a 9-month period. The data support the cost effectiveness of on-the-job training for severely disabled adults.

KEY TERM: Follow-up and Retention

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainer, trainee Text
AUTHOR: Schultz, B.
TITLE: Techniques of follow-up.

SOURCE: Pittsburgh Vocational Rehabilitation Center. (MDC-00086)
COMMENTS: Assumes that the effectiveness of placement depends greatly on the fourth part of the selective placement process, follow-up of the client on the job. Good relationships between the counselor and the employer is emphasized. Follow-up organized into 2 parts; a) informal type handled by the counselor, b) formal, handled by interns and practicum students six months to a year after placement. Believes research should be utilized to scrutinize and evaluate techniques used in the placement process.

KEY TERM: Follow-up and Retention

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainer, trainee Text
AUTHOR: Dunn, D. J.
TITLE: What happens after placement? Career enhancement services in vocational rehabilitation (Chapter 9).
SOURCE: In Vandergoot, D. & Worrall, J.D., Placement in Rehabilitation - A career development perspective, 1979. (MDC-00137)
COMMENTS: This chapter is one of the few sources that explores the post-placement or career enhancement phase of career development within the rehabilitation process. It provides a way to start developing a conceptual approach to client-oriented, career enhancement rehabilitation services. Practical approaches are offered for use within the context of rehabilitation service delivery.

KEY TERM: Job Development

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainer, trainee Text
AUTHOR: Gordon, J. E.
TITLE: Empirically based technologies for job development.
SOURCE: In Vandergoot, D. & Worrall, J.D., Placement in Rehab - A career development perspective. University Park Press, 1979. (MDC-00136)
COMMENTS: Suggests that job developers are responsible for analyzing tasks and identifying new technologies in the jobs they develop. Suggests that such analysis should begin with an examination of the job development function itself. Presents 2 strategies for introducing empirically based technologies that would take job development beyond the current state of the art. The chapter provides a list of tasks that highly productive school placement personnel are likely to perform. This list is suggestive and can be of value to job developers - rehab. programs.

KEY TERM: Job Development

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Journal Article
AUTHOR: Rehab Brief.
TITLE: Engineering aids reduce barriers to employment for severely handicapped clients.
SOURCE: Washington, D.C.: Rehabilitation Services Administration Department of HEW, 1 (8), 1978. (MDC-02420)
COMMENTS: This brief focused on the severely handicapped and how technological advances could help them become competitively employed. A 3 year project conducted at the Job Development Laboratory, George Washington University, in which 116 clients were evaluated and 79 of them eventually placed is discussed in detail. Emphasis was given on designing custom equipment specifically made for each client to compensate for the disabling condition. The project has far- reaching implications for rehabilitation personnel to aid them in securing employment for severely disabled clients.

KEY TERM: Job Development

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainer, trainee Text
AUTHOR: Phelps, W.R.
TITLE: Attitudes related to the employment of the mentally retarded.
SOURCE: In Stohlecker, L., Occupational Information for the Mentally retarded, Springfield, Illinois: Charles C. Thomas, Publisher, 1967. (MDC-02326)
COMMENTS: The study reports descriptive survey results relating to the attitudes to employment of the mentally retarded in West Virginia. Basic to the investigation was the measurement of employer's attitudes. Materials and procedures used to measure these attitudes are presented with a full descriptive narrative of the subjects with emphasis given on various employer groups that DVR personnel should concentrate on to further employment of the mentally retarded population.

KEY TERM: Job Development

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Journal article
AUTHOR: Akabas, S. H.
TITLE: Jobs through technical assistance.
SOURCE: American Rehabilitation, 1977, 2 (4). (MDC-00028)
COMMENTS: Believes that rehabilitation and industry (i.e. trade unions and companies) have had little communication because their major inerests are at opposite ends of the need continuum. Discusses how a rehabilitation service delivery model was created and how it helped in analyzing relations between rehabilitation efforts and the private sector. Describes methods to improve linkage among labor, management and the rehabilitation community. Emphasizes that rehabilitation

counselors should receive training on the structure and programs of organized labor.

KEY TERM: Job Development

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Text
AUTHOR: New York City Central Labor Council AFL-CIO.
TITLE: Job Development Project - Final Report demonstration of a Union-based selective placement program for disabled workers.
SOURCE: Washington, D.C.: Social Rehabilitation Service, Department of HEW, 1970. (MDC-00082)
COMMENTS: Focused on those problems that affect employment and how labor would have to share responsibility for vocational considerations of the disabled worker. Established a primary goal of demonstrating a job pool approach to selective placement through which union and management would agree to give priority in selecting appropriate jobs for disabled applicants. Discusses how job development had to get the message across of retaining or reemploying the disabled member despite his problems.

KEY TERM: Job Development

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Journal article
AUTHOR: McGraw, M., Covery, F.R. & Minteer, M.A.
TITLE: Home-based employment programs, effects and guidelines for program development.
SOURCE: Journal of Rehabilitation, 1977, 43 (3). (MDC-00038)
COMMENTS: Describes a project designed to establish a community outreach vocational service to assist homebound disabled clients obtain home-based employment. Sub-contract work is discussed as the source of this employment. The client's reactions to the work and how this affects their lives, are detailed. Guidelines utilized for development of a home- based employment program are presented.

KEY TERM: Job Development

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainer, trainee Text
AUTHOR: Dunn, D., et al.
TITLE: Job development activities in vocational rehabilitation.
SOURCE: Menomonie, Wisconsin: Research and Training Center, 1978. (MDC-02426)
COMMENTS: An in-depth examination of literature and practices related to job development is presented. This paper examines three major topics in detail: 1) aggressive approaches to job development; 2) restructuring and modification of the physical environments

of jobs and 3) restructuring and modification of the psycho-social environments of jobs.

KEY TERM: Job Development

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Journal article
AUTHOR: Coletti, E. J.
TITLE: Self-employment for severely disabled people.
SOURCE: American Rehabilitation, 1977, 3 (1). (MDC-00024)
COMMENTS: Stresses that the most difficult problem facing the disabled job seeker is his psychological perception of himself as a diabled person. Describes the "benefit-bind" the prospective employee faces - get a job and lose benefits or stay on benefits and be possibly further ahead financially. Suggests that self-employment, with its potential for earning more than a fixed income, may be explored as a ways of getting severely disabled populations into the primary labor market. Various government organizations are listed to guide and help the client in his quest for self-employment.

KEY TERM: Job Development

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainer, trainee Text
AUTHOR: Ludden, M.
TITLE: Resource materials guide in job development.
SOURCE: Nebraska: Rehabilitation Training Program, University of Nebraska, 1978. (MDC-02423)
COMMENTS: This booklet is a list of materials to use in the areas of Job Analysis, Job Development, and Job Forecasting in Vocational Rehabilitation Counseling. It was prepared in conjunction with the training materials presented at the Rehabilitation Short-Term Training Program in Omaha, Nebraska in May, 1978. It is divided into three major categories, I) Orientation Materials, II) Instructional Materials and III) Support Materials. The material is presented in table form.

KEY TERM: Job Development

NATURE AND TYPE OF CONTENT: Applied, general
AUDIENCE AND FORMAT: Trainee, Text
AUTHOR: Southern Illinois University.
TITLE: Guidelines for the selection, training, and placement of blind persons in information service expediting.
SOURCE: Carbondale, Illinois: Rehabilitation Insititute, 1975. (MDC-01408)
COMMENTS: This project report contains sections in the following areas: selection and assessment of vocational training readiness for the blind, aptitude interest and motivation, skills in personal

management, and job skills and physical demands. Other areas include job training, placement, present and future trends, and job restructuring.

KEY TERM: Job Development

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainer, trainee Journal article
AUTHOR: Housman, R.
TITLE: Business + Industry + Rehabilitation: Triumvirate of the future.
SOURCE: Journal of Rehabilitation, 1974, 40 (3). (MDC-00033)
COMMENTS: Describes how technology has changed careers so that now new careers are being developed that are changing the entire work environment. These new techniques can bypass restrictions previously placed on disabled people so that they can now compete for jobs that before were off-limits to them. Discusses an approach to aid the rehabilitation counselor keep abreast of the expanded job horizons through Projects with Industry. This project is described and expanded upon, listing the benefits the rehabilitation counselor would gain from utilizing the concept.

KEY TERM: Job Placement

NATURE AND TYPE OF CONTENT: Applied, general
AUDIENCE AND FORMAT: Trainee, trainer Text
AUTHOR: Goodwill Industries of Fort Worth.
TITLE: Work evaluation and training for chronic mental hospital patients in a generic workshop.
SOURCE: Fort Worth: Author, 1966. (MDC-00190)
COMMENTS: Final grant report. Goals of the project: 1) modification and application of techniques of work evaluation used with other disabilities; 2) demonstrate that mental patients not considered "feasible" can be rehabilitated; 3) demonstrate effectiveness of inter-agency approach; 4) demonstrate the contribution of work adjustment experience in a non-hospital setting to eventual rehabilitation of mental patients; 5) study the placement problems for mentally ill clients. Contains description of evaluation workshop program. Sample evaluation forms included. (Research and Demonstration evaluation forms included.

KEY TERM: Job Placement

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainer, trainee Journal article
AUTHOR: Distefano, M.J. & Pryer, M.
TITLE: Vocational evaluation and successful placement of psychiatric clients in a vocational rehabilitation program.

SOURCE: The American Journal of Occupational Therapy, 1970, 24 (3), 1-3. (MDC-00377)
COMMENTS: A report of a study of the relationship between psychiatric clients' rated performance in a vocational evaluation program and successful job placement. Contains evaluation validity results.

KEY TERM: Job Placement

NATURE AND TYPE OF CONTENT: Applied, general
AUDIENCE AND FORMAT: Trainee, Trainer Text
AUTHOR: Jacobs, A., Weingold, J. & Dubrow, M.
TITLE: The sheltered workshop: A community rehabilitation resource for the mentally retarded.
SOURCE: New York: New York State Association for Retarded Children, Inc., 1962. (MDC-00444)
COMMENTS: A handbook designed to cover a wide range of aspects in the operation of a sheltered facility for the mentally retarded. Includes problems and issues in the rehabilitation of the mentally retarded, a description and discussion of vocational rehabilitation services within the workshop such as case finding, vocational and psychological evaluation, personal adjustment services, and placement and follow-up. Business, financial cooperation, wage and hour information, and client pay also included.

KEY TERM: Job Placement

NATURE AND TYPE OF CONTENT: Applied, primary-specific
AUDIENCE AND FORMAT: Trainer, trainee Text
AUTHOR: Hewitt, D.
TITLE: WORK, INC: A demonstration of personal adjustment training and...placement techniques...high unemployment incidence.
SOURCE: Tallahassee, Florida: Florida State Department of Education, Division of Vocational Rehabilitation, 1966. (MDC-00593)
COMMENTS: Final report of the project called WORK, INC. The purpose of the project was two-fold: a) to determine the value of group counseling as a means of adjusting disabled persons to work; and b) to improve placement techniques. The results of the study are given in terms of referral, acceptance and closure information, placement, and group counseling in personal adjustment.

KEY TERM: Job Placement

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainer, trainee Journal article
AUTHOR: Brolin, D. & Kokaska, C.
TITLE: Critical issues in job placement of the educable mentally retarded.

SOURCE: Rehabilitation Literature, 1974, 35 (6), 174-177. (MDC-01117)
COMMENTS: A discussion of issues critical in job placement of mentally retarded. These include a) degree of satisfactory vocational adjustment when placed in employment, b) the question of sufficient employment opportunities for the mentally retarded, c) a satisfactory evaluation of skills prior to placement, d) level of job training appropriate for the mentally retarded, e) responsibility of finding employment, f) labeling the mentally retarded, and g) placement consideration.

KEY TERM: Job Placement

NATURE AND TYPE OF CONTENT: Applied, general
AUDIENCE AND FORMAT: Trainee, Text
AUTHOR: Wilson, E.
TITLE: Assessing the readiness of blind persons for vocational placement.
SOURCE: The New Outlook for the Blind, 1974. (MDC-01186)
COMMENTS: The relationship of work to the needs, especially psychological, of clients is explored. Recommends complete evaluation and testing in order to develop a specific rehabilitation program. Also suggests that such a program might include intensive training and counseling especially for congenitally blind high school graduates prior to placement because the role played by work itself is an important part of the person's rehabilitation. Problem of individuals with unrealistic vocational goals is also discussed.

KEY TERM: Job Placement

NATURE AND TYPE OF CONTENT: Applied, general
AUDIENCE AND FORMAT: Trainee, trainer Text
AUTHOR: Hutchison, J. (Ed.)
TITLE: Goodwill Industries of America rehabilitation manual.
SOURCE: Washington: Goodwill Industries of America, 1975. (MDC-01266)
COMMENTS: This manual is a compilation of rehabilitation materials utilized and developed by the National Goodwill office and approximately 85 Goodwill Industries across the United States. Major sections include procedures for intake, individual rehabilitation planning, procedures for evaluation services, procedures for adjustment services, job readiness, placement services, and advocacy services.

KEY TERM: Job Placement

NATURE AND TYPE OF CONTENT: Applied, primary-specific
AUDIENCE AND FORMAT: Trainer, trainee Journal article
AUTHOR: Mallik, K. & Sablowsky, R.
TITLE: Model for placement - job laboratory approach.
SOURCE: Journal of Rehabilitation, 1975, 41 (6), 14-20. (MDC-01293)

COMMENTS: Provides a description of the Job Development Laboratory at George Washington University. A system for matching severely disabled to appropriate jobs details the use of job analysis, evaluation of physical and mental functioning, use of bioengineering aids and other adaptive measures. Cost benefit analysis information included.

KEY TERM: Job Placement

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainer, trainee Journal article
AUTHOR: McFarland, R. & Philbrook, F.
TITLE: Placement methods match a handicap with a job.
SOURCE: Research Review, 1976, 2 (5), 16-20. (MDC-01415)
COMMENTS: Discusses four methods for matching the physical characteristics of workers and jobs: the intuitive method, the disability method, the rating method, and the specific method. The preferred method (specific) in which the physical and environmental demands of jobs are compared to the physical abilities of the worker is discussed in some detail.

KEY TERM: Job Placement

NATURE AND TYPE OF CONTENT: Applied, general
AUDIENCE AND FORMAT: Trainer, trainee Text
AUTHOR: Korn, T.
TITLE: Occupation finding for placement using the Dictionary of Occupational Titles (Interface Number 5).
SOURCE: Menomonie, Wisconsin: University of Wisconsin-Stout, Research and Training Center, 1975. (MDC-01452)
COMMENTS: Describes the industry designation feature of job titles listed in the Dictionary of Occupational Titles. Provides a step by step approach for using the DOT for occupation finding. Information resulting from using the DOT-based technique provides titles of occupations found in a particular industry, but can also be used to generate additional placement information such as worker characteristics and occupational requirements.

KEY TERM: Job Placement

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainer, trainee Text
AUTHOR: DeBusk, C. & Luchsinger, V.
TITLE: Vocational training and job placement of the mentally retarded; An annotated bibliography.
SOURCE: Lubbock, Texas: Texas Tech University, Research and Train- ing Center in Mental Retardation, 1973. (MDC-01746)
COMMENTS: An annotated bibliography which represents articles about the employment of and/or the preparation for employment of the

mentally retarded (including vocational evaluation and adjustment).

KEY TERM: Job Placement

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Text
AUTHOR: Twomey, W.
TITLE: Placement of the severely handicapped. (Second Institute on Rehabilitation Issues).
SOURCE: Institute, West Virginia: Research and Training Center, 1975. (MDC-01615)
COMMENTS: This document is intended as a reference guide for rehabilitation personnel to assist them in job placement efforts. It is an attempt to bring together practical and concrete ideas which can be referred to as needed. Sections include: responsibility of the counselor to do placement, placement models, suggestions for identifying employment opportunities, factors in evaluating the client for the job use of community agencies to effect the total rehabilitation of the client, strategies and techniques for assisting the client toward placement, and a review of the legislation as it pertains to the placement

KEY TERM: Job Placement

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Journal Article
AUTHOR: Appell, M., Williams, D. & Fishell, K.
TITLE: Significant factors in placing mental retardates from a workshop situation.
SOURCE: The Personnel and Guidance Journal, 1962, 41, 260-265. (MDC-00135)
COMMENTS: Discusses a study conducted to determine the differences between retardates who are considered to be terminal (long range) and retardates who have achieved competitive employment after a period of exposure in a workshop. Identifies certain factors which would distinguish between the two groups using the Work Evaluation Report (WER) developed by the project participants. Tables and written discussion included in description of results.

KEY TERM: Job Placement

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainer, trainee Text
AUTHOR: Research Utilization Laboratory.
TITLE: Job placement and job development. (RUL #7)
SOURCE: Chicago, Illinois: Jewish Vocational Service, 1976. (MDC-01585)

COMMENTS: The publication provides descriptions of job placement and job development programs in use which have been demonstrated to be effective in the field. It is essentially written by placement specialists and is designed for use both by counselors, administrators, and placement personnel.

KEY TERM: Job Placement

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainer, trainee Text
AUTHOR: Gellman, W.
TITLE: Changing career patterns for the vocationally disadvantaged in a polyethnic, multicultural model cities area.
SOURCE: Chicago: Jewish Vocational Service, 1974. (MDC-01548)
COMMENTS: Describes a model for rehabilitation placement for the severely disadvantaged and handicapped in a model cities area of Chicago. Model was based on competence, placeability and adjustability. Model emphasized immediate reinforcement in which placement was the reinforcer and evaluation and adjustment services continued after initial placement

KEY TERM: Job Placement

NATURE AND TYPE OF CONTENT: Applied, general
AUDIENCE AND FORMAT: Trainee, trainer Text
AUTHOR: United Cerebral Palsy Association.
TITLE: Cerebral palsy work classification and evaluation project.
SOURCE: St. Louis, Missouri: Author, 1961. (MDC-00110)
COMMENTS: A final report on the results of a cerebral palsy work classification and evaluation project. A combination of work samples and psychological tests was utilized. Report discusses community relationships, criteria for client admission, evaluation instruments used, reporting evaluation results, case finding, counseling, staff conferences, and placement and followationup. Sample rating scales and evalu- forms included.

KEY TERM: Job Placement

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainer, trainee Text
AUTHOR: Munger, S., Seiler, E. & Altman, J.
TITLE: Job counseling and placement for the use of basic skills (Volume I: Techniques).
SOURCE: Allison Park, Pennsylvania: Synectics Corporation, 1977. (MDC-01913)
COMMENTS: A 2 volume handbook. Volume I suggests courses of action that are effective in counseling and placing persons of limited cognitive skill. It includes sections on determining client capabilities, enhancing client capabilities through training, identifying job opportunities, developing job opportunities,

and matchin client and job opportunities. The purpose of the handbook is to expand the range of jobs available to persons having only basis cognitive skills. Volume II summarizes requirements information for over 8,000 occupations selected from the DOT.

KEY TERM: Job Placement

NATURE AND TYPE OF CONTENT: Applied, general
AUDIENCE AND FORMAT: Trainee, trainer Text
AUTHOR: Perlman, L.
TITLE: Job placement study.
SOURCE: Washington, D.C.: National Industries for the Severely Handicapped, 1978. (MDC-01866)
COMMENTS: Study of factors affecting job placement rates of sheltered workshops. Some of the more significant trends indicated that workshops with better placement rates had at least one full-time person on staff: the executive director had primarily a social service/rehab background; the majority of the Board of Directors represented the business/industrial community; work flow was more stable; job placement plans for "work-ready clients" were reviewed every 1-2 months; more referrals from state vocational rehab agencies, etc.

KEY TERM: Job Placement

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainer, trainee Journal article
AUTHOR: Hartlage, L. C. & Taraba, D.
TITLE: Implications of differential employer acceptance of individuals with physical, mental and social handicaps.
SOURCE: Rehab Reseach and Practice Review, 1971, 2 (3). (MDC-00018)
COMMENTS: Discusses the receptivity of employers toward hiring handicapped or disabled workers and how this is important in planning for the rehabilitation of clients. Focuses on: 1) do employers view all handicapped workers in the same light, 2) are receptive employers unique in their willingness to hire handicapped or are they representative of others in community who have not been approached about hiring handicapped workers. Methods used in the study are presented and results listed. Implications of how this affects a counselor's caseload is described.

KEY TERM: Job Placement

NATURE AND TYPE OF CONTENT: Applied, general
AUDIENCE AND FORMAT: Trainer, trainee Text
AUTHOR: Hamrick, W. J.
TITLE: Demonstration Project concerning training and vocational placement for educable mentally retarded pupils.

SOURCE: Terre Haute, Indiana: Vigo County School Corporation, 1967. (MDC-02382)
COMMENTS: Project demonstrates that many employers are willing to work cooperatively in training/accepting the mentally handicapped person. Lists outcomes that have developed within the community as a result of the project. Also lists points to consider when training a retarded person. Emphasis given on the importance of social skill training, especially communication, to aid the retarded individual reach successful job placement.

KEY TERM: Job Placement

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Text
AUTHOR: Wehman, P.
TITLE: Competitive Employment: New Horizons for severely disabled individuals.
SOURCE: Paul H. Brooks Publishing Co., Inc. 1981. (MDC-02441)
COMMENTS: This book is about designing and implementing vocational programs that result in placing clients in nonsheltered competitive work environments. It focuses on moderately and severely disabled individuals who traditionally have been underserved or excluded from rehabilitation, vocational education, or special education services. All disabilities are included, with a clear emphasis on mental retardation and cerebral palsy disabilities.

KEY TERM: Job Placement

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Text
AUTHOR: Wehman, P.
TITLE: Assessment of employability, an ecological approach, Chapter II.
SOURCE: Competitive Employment, New Horizons for severely disabled individuals. Paul H. Brooks Pub. Co., Inc, 1981. (MDC-00229)
COMMENTS: This chapter presents an approach to asessment that calls for evaluation of critical factors in the client's environment that influence long term employability. Four major spheres of influence are discussed, 1) client's vocational capabilities, 2) client's independent living capabilities, 3) client's parent (surrogate or real) attitudes and behavior and 4) client's work environment inventory. It raises issues, asks questions, and will stimulate vocational instructors and evaluators to verify what is being assessed and how it fits into the job placement of the individual.

KEY TERM: Job Placement

NATURE AND TYPE OF CONTENT: Applied, general
AUDIENCE AND FORMAT: Trainee, trainer Text
AUTHOR: Medvene, L. & Akabas, S.
TITLE: The job hunt of the disabled: An exploratory study.
SOURCE: Research Institute of the Industrial Social Welfare Center, Columbia University School of Social Work, 1979. (MDC-00073)
COMMENTS: This is a study of 106 physically, psychiatrically, visually or hearing disabled people with different levels of training in job seeking skills. Includes: providing feedback to rehabilitation agencies about placement services; selective vs client centered placement services; research methodology; data on job finding rates; kinds of employment and wages; financial disincentives, affirmative action and training; duration of jobs; job leaving; disclosure behavior; job expectations and satisfaction.

KEY TERM: Job Placement

NATURE AND TYPE OF CONTENT: Applied, general
AUDIENCE AND FORMAT: Trainer, trainee Text
AUTHOR: Vandergoot, D., Avellonzi, P. & Jacobsen, R.
TITLE: A compendium of placement - related literature.
SOURCE: Albertson, New York: Research and Program Development Institute, Project PREP, Human Resources Center, 1979. (MDC-00069)
COMMENTS: Prepared by Project PREP (Programmatic Research on Employment Preparation). Abstracts of placement literature are divided into several categories: 1) Productivity enrichment; 2) Productivity realization; 3) Career enhancement; 4) Professional concerns; 5) Specific disabilities; 6) Program concerns; and 7) Annual supplements. Absracts describe purpose, significance of the study, results, methods. Abstracts are based on journal articles primarily written in the 1970's. Includes figures and author index.

KEY TERM: Job Placement

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Journal article
AUTHOR: Decker, R.S.
TITLE: Holes in the soles of your shoes, or: Practical placement techniques.
SOURCE: Job Placement Digest, June, 1972, 6. (MDC-00221)
COMMENTS: This paper discusses a number of techniques which the author has accumulated regarding practical approaches to placement for the ready-for-employment client. A list of 22 concepts and suggestions are given, and each are discussed in detail.

KEY TERM: Job Placement

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainer, trainee Journal article
AUTHOR: Merritt, T.
TITLE: Goodwill placement plan proves successful in influencing the employer to hire.
SOURCE: Journal of Rehabilitation, 1963, 29 (4), 12-14. (MDC-00096)
COMMENTS: An in-depth study involving the Memphis Goodwill Industries placement plan which they believe can greatly accelerate successful permanent placement of severely disabled persons within private industry. Presents an in-depth analysis of the problem as seen from the employer's viewpoint and an evaluation of client's characteristics and limitation. Presents a solicitation program developed to reach prospective employers and analyzes the hours required for each placement and the costs involved.

KEY TERM: Job Placement

NATURE AND TYPE OF CONTENT: Applied, general
AUDIENCE AND FORMAT: Trainee, trainer Paper
AUTHOR: Eskridge, C.
TITLE: Factors pertinent to placement of the mentally retarded.
SOURCE: Paper presented at the Institute on Placement, Oklahoma State University, September, 1964. (MDC-02464)
COMMENTS: Discusses the MR and his role in the work force today. Emphasis on selection of the mentally retarded for employment, the MR and type of jobs; the MR and job success; and considerations of supervising the MR in employment. Believes all major unskilled and semi-skilled job areas must be analyzed, and to establish a criteria which will assist the special education teacher, vocational adjustment coordinator, and rehabilitation counselor in proper training and placement of their MR students and clients.

KEY TERM: Job Placement

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Text
AUTHOR: Bitter, J.A.
TITLE: Job placement techniques.
SOURCE: Introduction to Rehabilitation, C. V. Mosby, Co., 1979. (MDC-00114)
COMMENTS: Objectives are to emphasize the importance of careful job placement of clients as the culmination of the vocational rehabilitation process; gives some alternatives to counselors in approaching the job placement responsibility; familiarize the reader with basic occupational information and placement techniques and to describe the purpose and scope of post-employment services for rehabilitated clients.

KEY TERM: Job Placement

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Text
AUTHOR: Morgan, C. & Owens, T. W.
TITLE: Job placement of the severely handicapped, Seminar proceedings.
SOURCE: Hot Springs, Arkansas: University of Arkansas, Rehabilitation Research and Training Center, 1979. (MDC-00252)
COMMENTS: A summary of the seminar program. The 5 major areas of concern as outlined and summarized are: 1) roles and responsibility of agencies in placement of severely handicapped persons; 2) projects with industry, a technique for placement of severely handicapped persons; 3) experiences and concerns of employers in hiring handicapped persons; 4) experiences and concerns of labor unions in placement of severely handicapped persons, and 5) state agencies: an employer of the severely handciapped individual. A concluding section summarized the participants comments and recommendations.

KEY TERM: Job Placement

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainer, trainee Text
AUTHOR: Woodyard, J. J.
TITLE: Job development and job placement.
SOURCE: Lawrence, Kansas: University of Kansas, Kansas University Affiliated Facility, 1978. (MDC-02458)
COMMENTS: This manual provides a comprehensive perspective of the job placement and follow-up process. It also serves to relate important factors leading to successful job placement. It stresses the importance of normalization of developmentally disabled people so they can have the opportunities in life and work that "normals" do. Two other topics are: 1) Prevocational development suggests methods to aid in overcoming lack of job skills, and 2) job development and placement, suggests how to successfully place a client in competitive employment.

KEY TERM: Job Placement

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainer, trainee Journal article
AUTHOR: Minton, E. B.
TITLE: Job placement: Strategies and techniques.
SOURCE: Rehab Counseling Bulletin, 1978, 21 (2), 141-149. (MDC-00123)
COMMENTS: With the advent of legislation on Affirmative Action in the employment of handicapped individuals, job placement is receiving increased attention. This article categorizes job placement into four phases: client development, job development, client placement, and follow-up. Practical

suggestions are given for providing services in each of these areas.

KEY TERM: Job Placement

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Text
AUTHOR: Ayers, George.
TITLE: Placement techniques.
SOURCE: Mankato, Minnesota: Rehabilitation Counseling Program, Mankato State College, 1967. (MDC-00087)
COMMENTS: Deals with information on techniques that can be used with the client and employer for initiating and facilitating the vocational adjustment of the handicapped invididual. Presentation divided into the following major areas: a) Factors underlying the needs for increased attention and participation in the placement process b) placement techniques with the client c) placement techniques with the employer. Concludes with a series of questions relative to problems in the area of job placement for handicapped.

KEY TERM: Job Placement

NATURE AND TYPE OF CONTENT: Applied
AUDIENCE AND FORMAT: Trainee, trainer Text
AUTHOR: Hershenson, D. B.
TITLE: Work behavior development and placement, (Chapter 3).
SOURCE: In Vandergoot, D. & Worrall, J.D., Placement in Rehabilitation - A career development perspective, 1979. (MDC-00137)
COMMENTS: The purpose of this chapter is to present a model for the placement process that takes into account both a person's internal level of work behavior development and the external realities of finding a job. Suggests that preparing for placement must be conceived of as a sequential process rather than as a single act. The system described also indicates how work readiness might be defined in terms of vocational/psychological concepts.

KEY TERM: Job Placement

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Text
AUTHOR: Zahny, J. J.
TITLE: Planning for job placement.
SOURCE: Placement in Rehabilitation - A career development perspective. (MDC-002367)
COMMENTS: Dr. Zadny points out that structured planning for placement will enable a job-seeker to begin successful career development. Believes that a realistic evaluation of the skills and needs of a job-seeker can eliminate waste and inefficiency

in the rehabilitation process. A sample placement plan is provided that counselors can use as a basis for developing sophisticated placement strategies.

KEY TERM: Job Placement

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainer, trainee Text
AUTHOR: Welter, B.
TITLE: Who's Handicapped? Hiring and Maintaining the Handicapped.
SOURCE: Lawrence, Kansas: University of Kansas, Kansas University Affiliated Facility, 1978. (MDC-00245)
COMMENTS: Outlines how an organization can develop a system to use to acquire and maintain qualified handicapped individuals. Some of the major questions employers have are addressed, such as a) use of tax incentives, b) how to develop an affirmative action plan, c) how to find qualified handicapped, d) what to consider when modifying environment to accommodate the handicapped, e) how to sensitize mgrs to train & supervise, f) how to prevent possible attitude problems with existing work force.

KEY TERM: Job Placement

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Text
AUTHOR: Wehman, P.
TITLE: Training and advocacy in job placement of severely handicapped workers.
SOURCE: Vocational training and placement of severely disabled persons, Project Employability, 1980, 2. (MDC-02429)
COMMENTS: Discusses problems which occur in on-the-job training programs for severely handicapped individuals. Stresses that these areas must be resolved in order to maintain severely handicapped individuals in their jobs. Discusses 7 techniques suggested as ways of overcoming job-related problems. Examples include: verbal instructions, gestures, modeling and social reinforcements. Advocacy was also identified as an important process necessary for helping severely handicapped workers adjust to new work environments. Six advocacy strategies are listed.

KEY TERM: Job Placement

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, Trainer Text
AUTHOR: Wehman, P.
TITLE: Placement, Chapter IV.
SOURCE: Competitive employment, new horizons for severely disabled individuals. Paul H. Brookes, Publisher, 1981. (MDC-02444)

COMMENTS: This chapter discusses the placement process and the major elements within it. A step-by-step sequence necessary to place a client into a nonsheltered work environment is described. Some of the topics discussed are: job analysis and its importance in the placement process, also the employer tax credit program is reviewed. Pertinent data regarding the principal aspects of Supplemental Security Income and how it relates to unsubsidized employment of severely disabled people is also discussed. Program forms have been provided as have suggested guidelines for interacting with employers.

KEY TERM: Job Placement

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Text
AUTHOR: Granovetter, M.
TITLE: Placement as brokerage, Information problems in the labor market for rehabilitated workers, Chapter 5.
SOURCE: In Vandergoot, D. & Worrall, J.D., Placement in Rehabilitation - A career development perspective, 1979. (MDC-00137)
COMMENTS: The main point of this chapter has been to argue that in the practice of vocational rehabilitation, too much attention has been paid to psychological and motivational problems and not enough to the economic and sociological theory of those labor markets in which clients must ultimately be placed. There is much practical advice given and the author points out the most effective sources of job information. He also presents a rationale for employer screening behavior.

KEY TERM: Job Placement

NATURE AND TYPE OF CONTENT: Applied/, general
AUDIENCE AND FORMAT: Trainee, trainer Journal article
AUTHOR: Rehabilitation Brief.
TITLE: Teaching placement skills to severely disabled clients.
SOURCE: Author, 1978, 1 (12). (MDC-02413)
COMMENTS: This brief focuses on specific techniques of placement that will help each client to become as independent and self-sufficient as possible. Four major areas are described in detail, 1) client preparation, which deals with Job Seeking Skills Training, Job Club formation, On the Job Training, etc., 2) Counselor Preparation, which focuses on job development, job restructuring and job modification, 3) Employer Preparation, which describes the Share a Lead Systems (SAL) and 4) Post Employment which discusses the merits of the Buddy System and Social or Alumni Clubs.

KEY TERM: Job Placement

NATURE AND TYPE OF CONTENT: Applied, specific

AUDIENCE AND FORMAT: Trainer, trainee Text
AUTHOR: Vandergoot, D. & Worrall, J. D.
TITLE: Placement in rehabilitation, A career development perspective.
SOURCE: Baltimore, Maryland: University Park Press, 1979. (MDC-00112)
COMMENTS: This book is intended to provide rehabilitation professionals and students with an overview of placement and career development concepts and practices. The first chapter of the book was developed to conceptualize how vocational rehabilitation might better address the placement and career needs of people with disabilities. Individuals who are experts in various phases of the rehabilitation, placement, and career processes were invited to serve on the steering committee. Their response to the first chapter form the remaining chapters of the book.

KEY TERM: Job Seeking Methods

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainer, trainee Journal article
AUTHOR: Salomone, P. R. & Rubin, D.C.
TITLE: Job placement: New tactics for securing job leads.
SOURCE: Rehab Counseling Bulletin, 1979, 22 (4). (MDC-00169)
COMMENTS: A compendium of strategies for rehabilitation counselors and their clients to secure job leads in relatively painless ways. Novel approaches to locate generally unknown job openings and new variations on old methods of securing job leads are discussed. The collection of suggestions and techniques are discussed in an enthusiastic manner to aid the counselor in devleoping new methods or in variating old ideas.

KEY TERM: Job Seeking Methods

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainer, trainee Journal article
AUTHOR: Azrin, N. H., Flores, T. & Kaplan, S. J.
TITLE: Job finding club: A group assisted program for obtaining employment.
SOURCE: Behavior Research and Therapy, 1975, 13, 17-27. (MDC-00098)
COMMENTS: Describes a new type of program in job-finding, using a group that stressed such distinctive techniques as mutual assistance among job seekers, a "buddy" system, family support, and sharing of job leads. In addition, the program arranged special ways of using such common practices as searching want-ads, role-playing, telephoning, etc. Believes the procedures to be an effective method of assisting a greater proportion of the unemployed to obtain jobs and at a higher salary than the usual job finding procedures.

KEY TERM: Job Seeking Methods

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainer, trainee Journal article
AUTHOR: Bradshaw, T.F.
TITLE: Job seeking methods used by unemployed workers.
SOURCE: Monthly Labor Review, 1973, 96 (2), 35-45. (MDC-00094)
COMMENTS: Reports on job-seeking methods used by unemployed workers during 1970-71 and points to the potential value and limitations of these data. This information, despite its limitations, does provide a basis for the testing of some hypotheses about job-seeking behavior. A full description of methods used, characteristics of participating groups and the patterns that emerged from the study are presented.

KEY TERM: Job Seeking Methods

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainer, trainee Journal article
AUTHOR: Ugland, R. P.
TITLE: Job seeker's aids: A systematic approach for organizing employer contacts.
SOURCE: Rehabilitation Counseling Bulletin, 1977, 21 (2), 107-115. (MDC-00119)
COMMENTS: Job Seeker's Aids is a step-by-step procedure that can be used by rehabilitation counselors to help clients locate and visit manufacturing, institutional, and other places of employment for the purpose of identifying and applying for openings. This employer-contact method is explained in detail and the results of an experimental study to assess the efficiency of Job Seeker's Aids are discussed. In brief, this procedure increased the job seeker's employer contact rate by 150%, applications taken by 200% and job openings located by 300%.

KEY TERM: Job Seeking Methods

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainer, trainee Journal article
AUTHOR: Azrin, N. H., Flores, T. & Kaplan, S. J.
TITLE: Job-finding club: A group-assisted program for obtaining employment.
SOURCE: Rehabilitation Counseling Bulletin, 1977, 21 (2), 130-139. (MDC-02333)
COMMENTS: Describes a new type of program, which has now been evaluated experimentally in a matched-control design. The new program was conducted in a group and stressed such distinctive techniques as mutual-assistance among job-seekers, a "buddy" system, family support, and sharing of job leads. In addition, the program arranged special ways of using such common practices as searching want ads, role playing, telephoning, motivating the job seeker, constructing a resume, and contacting friends. Within 2 months 90% of the counseled job

seekers had obtained employment versus 55% of the noncounseled job seekers.

KEY TERM: Job Seeking Methods

NATURE AND TYPE OF CONTENT: Applied, general
AUDIENCE AND FORMAT: Trainer, trainee Journal article
AUTHOR: Wegmann, R. G.
TITLE: Job-search assistance: A review.
SOURCE: Journal of Employment Counseling, 1979, 16 (4). (MDC-00181)
COMMENTS: The program in this article attacks the problem of frictional unemployment (time spent seeking but not finding an existing but unfilled job). Discusses experimental programs in several parts of the country. The data draws some conclusions on how services might be provided. Some examples are: 1) Job-finding clubs; and 2) the WIN program. The job market is analyzed as to how jobs are found, in what fields and how much time is spent in finding them. Elements of a successful job-finding program, plus the problems and limitations involved are explored. A list of situtations for which job- search asistance programs cold be utilized are presented.

KEY TERM: Job Seeking Methods
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NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Journal article
AUTHOR: Rosenfield, C.
TITLE: Job seeking methods used by American workers.
SOURCE: Monthly Labor Review, August, 1975, 39-43. (MDC-00110)
COMMENTS: Describes results from an analysis of a nationwide sample survey conducted in January 1973 of succesful jobseekers to determine which search methods were utilized and how effective they were. It was presented by the US Dept of Labor. Depicts tables showing the breakdown of job search methods, characteristics of participants, and various selected data on job finding activity, by sex and race.

KEY TERM: On-the-Job Training

NATURE AND TYPE OF CONTENT: Applied, Specific
AUDIENCE AND FORMAT: Trainer, Trainee Text
AUTHOR: Wehman, P.
TITLE: Training for Competitive Employment, Chapter III.
SOURCE: Competitive employment, new horizons for severely disabled individuals. Paul H. Brookes, Publisher, 1981. (MDC-02444)
COMMENTS: In this chapter, there are four topics covered. First, four predominant models of vocational training for severely disabled individuals are discussed. Second, the major elements of a vocational training program that leads to competitive

employment are described. Third, specific problems that arise in on-the-job training programs are identified along with training techniques that may remediate these programs. Finally, cases studies of diabled individuals working for the first time in competitive employment situtations are described.

COMPETENCY 15:

Staff Supervision

DEFINITION:

Relates to maintenance of a professional work adjustment staff through use of appropriate supervision and in-service training.

KEY TERMS:

Employee Communication.....	15-2	15-3
Employee Evaluation.....	15-3	- 15-4
Staff Development.....	15-4	- 15-6
Staff Inservice Training.....	15-6	15-7
Supervision.....		15-7
Supervision Techniques.....	15-7	- 15-11
Training Techniques.....		15-11

KEY TERM: Employee Communication

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT:Trainee Journal article
AUTHOR: Levine, E. L.
TITLE: Let's talk: Discussing job performance.
SOURCE: Supervisory Management, 25 (10), 1980.
COMMENTS: Discusses the process of reviewing an employee's performance and how to perform it successfully and with the best clarity of feelings. Offers a list of do's and don'ts on performance appraisal techniques and stresses the importance of communication between the parties involved.

KEY TERM: Employee Communication

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT:Trainee Journal article
AUTHOR: Levine, E.
TITLE: Let's talk: Breaking down barriers to effective communication.
SOURCE: Supervisory Management, 25 (6), 1980.
COMMENTS: Stresses that the one-to-one, face-to-face communication between supervisor and subordinate is one of the most important forms of communication in an organization. Covers the dynamics of one-to- one communication and highlights numerous factors that can make it more effective.

KEY TERM: Employee Communication

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT:Trainee Journal article
AUTHOR: Levine, E. L.
TITLE: Let's talk: Tools for spotting and correcting communication problems.
SOURCE: Supervisory Management, 25 (7), 1980.
COMMENTS: Discusses three tools that you can use to identify whether the communication process is going smoothly or poorly between supervisor and subordinate. These will also give you immediate information as to why the process is effective or not so that you can take action to improve the situation. Stresses that when you are able to enhance the quality of the communication process, you dramatically increase the chances of positive consequences following the communication exchange.

KEY TERM: Employee Communication

NATURE AND TYPE OF CONTENT:
AUDIENCE AND FORMAT:
AUTHOR: Oklahoma Clearinghouse Committee on Motivation.
TITLE: Training guides in motivation for vocational rehabilitation staff.

SOURCE: Washington, D.C.: First Institute on Rehabilitation Services, May 20-24, 1963.

KEY TERM: Employee Communication

NATURE AND TYPE OF CONTENT:
AUDIENCE AND FORMAT:
AUTHOR: Committee on Motivation.
TITLE: Training guides in motivation for vocational rehabilitation staff, Report No. 2.
SOURCE: Washington, D.C.: Institute on Rehabilitation Services, May 18-21, 1964.

KEY TERM: Employee Evaluation

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee Journal article
AUTHOR: Weinburger, T. J.
TITLE: The design and implementation of a uniform staff performance evaluation instrument.
SOURCE: Journal of Rehabilitation Administration, 1 (2), 1977.
COMMENTS: The article describes an attempt at setting up an equitable, objective staff performance evaluation system in a rehabilitation setting. The description of the development of the evaluation instrument itself is an example of a process involving staff input from the beginning. The author explains why performance evaluation should have high priority, how benefits can be gained from the evaluation efforts, and how the process of performance evaluation can "link" individuals and organizational goals for a more effective service delivery system.

KEY TERM: Employee Evaluation

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Journal article
AUTHOR: Lorenz, J. R.
TITLE: Setting performance objectives and evaluating individual performance in rehabilitation settings.
SOURCE: The Journal of Rehabilitation Administration, Inc., 3 (1), 1979.
COMMENTS: This paper attempts to bridge the gap between rehabilitation and management research by a review of the current literature from both fields as it relates to setting performance objectives. Questions relating to the reasons for setting performance objectives are explored. The concepts of "what" and "how" objectives are investigated and a specific approach for setting objectives and evaluating individual performance in a rehabilitation setting is discussed.

KEY TERM: Employee Evaluation

NATURE AND TYPE OF CONTENT:
AUDIENCE AND FORMAT:
AUTHOR: Committee on Evaluation of Vocational Potential
TITLE: Training guides in evaluation of vocational potential for vocational rehabilitation staff.
SOURCE: Norman, Oklahoma: Third Institute on Rehabilitation Services, May 23-27, 1965.

KEY TERM: Staff Development

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Text
AUTHOR: Houts, P. & Scott, R.
TITLE: How to catch your staff doing something right.
SOURCE: Hershey, Pennsylvania: Pennsylvania State University, Milton S. Hershey Medical Center, 1975. (MDC-01591)
COMMENTS: Cartoon illustrations are used to describe the process and development of individualized goal planning.

KEY TERM: Staff Development

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Text
AUTHOR: Church, R.
TITLE: Staff recruitment, training and development associated with the delivery of vocational evaluation and work adjustment service: The Rehabilitation Services Administration.
SOURCE: In R. Pacinelli (Ed.), Vocational evaluation and work adjustment services in manpower, social welfare and rehabilitation programs. Washington: International Association of Rehabilitation Facilities, 1970. (MDC-00357)
COMMENTS: A review of the history and growth of the Rehabilitation Services Administration's system of providing personnel training programs for vocational evaluation and work adjustment. Included is a summary of each of the major training projects that have been funded by RSA Division of Training.

KEY TERM: Staff Development

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Text
AUTHOR: Division of Vocational Rehabilitation
TITLE: Staff development and training needs assessment: Final report, 1976.
SOURCE: Louisiana: Division of Vocational Rehabilitation, 1976.

COMMENTS: Report includes the four assessment questionnaires which were developed to assist in establishing priorities for meeting the training needs of the VR staff.

KEY TERM: Staff Development

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Text
AUTHOR: Edwards, L. A. & Wells, G. K.
TITLE: Shaping the future: A systems approach to human resources development in vocational rehabilitation agencies.
SOURCE: Virginia: Department of Rehabilitive Services, RRCEP, 1979.
COMMENTS: This guide to managing human resources used a systems approach to integrate the major functional areas of research and planning, recruitment and selection, personnel management, and career management.

KEY TERM: Staff Development

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Text
AUTHOR: California Rehabilitation Continuing Education Program, Region IX.
TITLE: Staff development issues for vocational rehabilitation facilities, Final report.
SOURCE: San Francisco: Author, June, 1977.
COMMENTS: This conference report is a working study of the operations and resources currently available for providing post-employment training to personnel working in vocational rehabilitation facilities. Region IX sponsored this Think Tank to examine the staff development concerns of vocational rehabilitation.

KEY TERM: Staff Development

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Text
AUTHOR: Parham, J. D. & Butler, A. J.

TITLE: Training in helping relationships for paraprofessional rehabilitationists.
SOURCE: Texas: Texas Tech University, Research and Training Center in Mental Retardation, Monograph No. 6, 1978.
COMMENTS: Training in interpersonal relations was given to 3 groups via lecture, programmed instruction, or on-the-job training. General Relationship Improvement Program (GRIP), a course of programmed instruction, was shown to increase floor supervisor's knowledge and understanding of the principles of interpersonal relationships and to be a viable technique of training workshop professionals.

KEY TERM: Staff Development

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainer, trainee Research paper
AUTHOR: Hobson, D. E.
TITLE: A study of the competencies and training need of work adjustment specialists as perceived by Twin City DVR counselors.
SOURCE: A research paper to complete the Plan B requirements for Graduate College, University of Wisconsin-Stout.
COMMENTS: The purpose of this study was to investigate and describe how Twin City DVR counselors perceive the responsibilities of Work Adjustment Specialists. The focus was upon the important competencies. It was concluded that Twin City DVR Counselors perceived a need for Work Adjustment Specialists to have eleven specific job related competencies. It was also concluded that Twin City DVR Counselors perceived a need for formal training for Work Adjustment Specialists to develop eight job related competencies.

KEY TERM: Staff Development

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT:Trainee, trainer Text
AUTHOR: Institute for the study of Mental Retardation and Related Disabilities.
TITLE: Staff development in state agencies serving the developmentally disabled: An H.E.W. Region V Survey.
SOURCE: Michigan: University of Michigan, May, 1979.
COMMENTS: Summarizes a 1978 survey of organizational structure and staff development training in state departments serving the developmentally disabled in Region V.

KEY TERM: Staff Inservice Training

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Bulletin
AUTHOR: Executive Skills
TITLE: Training and developing your subordinates.
SOURCE: Executive Skills, April, 1981, Volume IV, Number 81-84, American Management Associations.
COMMENTS: This bulletin discusses the steps required to design a formal training and development program. The other side of training is focused on also and that is the role of the supervisor. The day- to-day, informal contact with supervisors allows innumerable opportunities for subordinates to grow and develop within and beyond their present jobs. This issue touches on three essential areas where a supervisor can contribute to the success of subordinates and the company.

KEY TERM: Staff Inservice Training

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Text
AUTHOR: Institute for the Study of Mental Retardation and Related Disabilities.
TITLE: Funding for training. A survey of resources to financially support staff development programs for developmental disabilities personnel.
SOURCE: Michigan: University of Michigan.
COMMENTS: This report provides a useful starting point in the exploration of funding sources available to support staff development programs for developmental disabilities personnel. Sections include suggestions for initiating the search for training funds, descriptions sectors, examples of how funds have been used, the names of contact people, and publications that can be of assistance in locating funds.

KEY TERM: Supervision

NATURE AND TYPE OF CONTENT:
AUDIENCE AND FORMAT:
AUTHOR: Hutchison, J. D., Thrall, L. A. & Luck, R. S.
TITLE: Supervision in vocational rehabilitation: A selected bibliography.
SOURCE: Virginia: Virginia Commonwealth University, 1977.

KEY TERM: Supervision

NATURE AND TYPE OF CONTENT:
AUDIENCE AND FORMAT:
AUTHOR: Morgan, Clayton A.
TITLE: Some interpersonal aspects of supervision.
SOURCE: Oklahoma: National Clearinghouse of Rehabilitation Training Materials.

KEY TERM: Supervision

NATURE AND TYPE OF CONTENT:
AUDIENCE AND FORMAT:
AUTHOR: Vail, Morgan W.
TITLE: Supervisor is a special person.
SOURCE: Presented at Institute for Supervision, Cheyenne, Wyoming, January 26-28, 1971.

KEY TERM: Supervision Techniques

NATURE AND TYPE OF CONTENT: Applied, general
AUDIENCE AND FORMAT: Trainees, trainer Journal article
AUTHOR: Emener, W. G.

TITLE: Reconciling personal and professional values with agency goals and processes.
SOURCE: Journal of Rehabilitation Administration, Inc., 2 (4), 1978.
COMMENTS: After discussing six specific characteristics peculiar to human service bureaucracies, this presentation a) addresses selected areas of divergency and convergency among the personal/professional values of vocational rehabilitation state agency personnel vis-a-vis agency goals, b) suggests functional and dysfunctional reconciliation strategies on behalf of professionals within state agencies, c) suggests alternative reconciliation strategies on behalf of state agencies. A brief disclosure on "what it takes" to facilitate suggested reconciliations is followed by a concluding question as to whose responsibility it is to recognize and reconcile identifiable areas of divergency.

KEY TERM: Supervision Techniques

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainer, trainee Text
AUTHOR: Edwards, L. A. & Wells, G. K.
TITLE: Shaping the future: A systems approach to human resources development in vocational rehabilitation agencies.
SOURCE: Fisherville, Virginia: Regional Rehabilitation Continuing Education Program, Department of Rehabilitative Services, 1979.
COMMENTS: This book is a guide for administrators in designing, structuring and advancing a Human Resource Program for its most valuable resource - the VR employees. The authors admit that the project is both ambitious in its scope and somewhat presumptuous in its intent, purporting to be a model, designed around a single agency, yet adaptable, all in part, to most VR agencies. It emphasizes individual growth and initiative by following a recognized procedure for the management of human resources. It accents the professional VR employee, but is applicable to all employees.

KEY TERM: Supervision Techniques

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Journal article
AUTHOR: Matkin, R. E.
TITLE: Supervisory responsibilities relating to legal and ethical issues in rehabilitation settings.
SOURCE: Journal of Rehabilitation Administration, 4 (4), 1980.
COMMENTS: Development and supervision of rehabilitation employees entails more than being aware of what assignments have been given subordinates. The demands for accountability surpass the mandates of the Rehabilitation Act of 1973 and its amendments of 1978 by moving toward legal concepts of client's right to treatment, advocacy, consent and malpractice issues. Supervisors must be aware of their legal responsibility to both

the client and subordinate employees, as well as the employer, within the rehabilitation service model. Awareness of the legal pitfalls inherent in front-line supervision can assist rehabilitation supervisors in protecting the client, subordinates, the employer, and themselves from liability.

KEY TERM: Supervision Techniques

NATURE AND TYPE OF CONTENT: Theoretical, specific
AUDIENCE AND FORMAT: Trainee, trainer Journal article
AUTHOR: Ross, C. K.
TITLE: Supervision theory: A prescription for practice.
SOURCE: Journal of Rehabilitation Administration, 3 (1), 1979.
COMMENTS: This paper takes a theoretical look at supervision, proposing four principles upon which a clear and systematic methodology can be based. In identifying these four principles, psychological and organizational research is examined and compared. A supervision facilitate its development.

KEY TERM: Supervision Techniques

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Journal article
AUTHOR: Emener, W. G.
TITLE: Clinical supervision in rehabilitation setings.
SOURCE: Journal of Rehabilitation Administration, Inc., 2 (2), 1978.
COMMENTS: Although a majority of the anecdotal references and the 27 references to theoretical and research literature refer to supervision of rehabilitation counselors, the following paper utilizes a phenomenological/behavioral approach in its presentation of numerous aspects of clinical supervision. Considerations of preferred qualities clinical supervisors, a counselor's-counselor model of of supervision, ADL aspects of supervision, and parallels to a generic helping process and the importance of modeling, reveal many relevant ideas applicable to the supervision of vocational evaluators, work adjustment specialists, and rehabilitation technicians, among others.

KEY TERM: Supervision Techniques

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Journal article
AUTHOR: Luck, R. S.
TITLE: The rehabilitation supervisor: Technical expert and trainer.
SOURCE: Journal of Rehabilitation Administration, Inc., 2 (2), 1978.
COMMENTS: The role of the front-line rehabilitation supervisor as a technical expert and trainer is examined in light of the impact of the 1973 Rehabilitation Act and subsequent amendments. The various resources upon which the supervisor can draw for technical and professional expertise are briefly discussed and

reviewed. The concept of training the supervisor to train subordinate staff in the technical areas of policy and procedure is discussed. Emphasizes that the supervisor is in an excellent position in the organization to instruct, monitor and reinforce learning on the part of service delivery staff.

KEY TERM: Supervision Techniques

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Journal article
AUTHOR: Wade, A. & Love, R.
TITLE: Relationship of supervisors' flexibility and intelligence to productivity.
SOURCE: Journal of Rehabilitation Administration, Inc., 2 (2), 1978.
COMMENTS: Discusses the contingency theory that proposes productive supervisors need both intelligence to assess managerial situations accurately and flexibility to use appropriate management styles. This study tested the relationship of supervisor's intelligence and flexibility to their productivity. Describes the methods utilized in the study to effectively measure the variables and the outcome obtained.

KEY TERM: Supervision Techniques

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee Journal article
AUTHOR: Hodge, J.
TITLE: Getting along with the informal leader.

SOURCE: Supervisory Management, 15 (10), 1980.
COMMENTS: Discusses the informal leader that exists within the department. The difference between being a supervisor and an informal leader is that the supervisor is appointed by the organization while the informal leader is given deference by the department's employees. Methods on how to develop a positive working relationship with the individual are proposed.

KEY TERM: Supervision Techniques

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT:Trainee Journal article
AUTHOR: Teplitz, C. J.
TITLE: How the right example can help the new recruit make the team.
SOURCE: Supervisory Management, 25 (5), 1980.
COMMENTS: The article stresses that the new employee, especially the college graduate, represents a valuable resource. To develop this resource to its fullest potential requires creating an atmosphere of cooperation and support. It is through supervisors with the proper training and attitude that the goal can be accomplished. The article presents many ideas and suggestions as to how to do this.

KEY TERM: Supervision Techniques

NATURE AND TYPE OF CONTENT:
AUDIENCE AND FORMAT:
AUTHOR: Bensburg, Gerard J.
TITLE: Administration and staff development in residential facilities.
SOURCE: Mental Retardation, August, 1974, 12 (4), 29-32.

KEY TERM: Training Techniques

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Text
AUTHOR: Third Institute on Rehabilitation Services.
SOURCE: Development and use of training materials and aids in vocational rehabilitation, Report No. 1.
SOURCE: Norman, Oklahoma: Committee on Training Materials and Aids - Vocational Rehabilitation Administration, May 23-27, 1965.
COMMENTS: The emphasis of this IRS study was on the training process and the materials and techniques the trainer can use regardless of the setting in which he operates. The Institute demonstrated how training programs could be set up by tapping existing resources as well as suggesting ways of uncovering additional resources and utilizing efficiently the mass of knowledge available in program planning.

KEY TERM: Training Techniques

NATURE AND TYPE OF CONTENT:
AUDIENCE AND FORMAT:
AUTHOR: Eighth Institute on Rehabilitation Services.
TITLE: Developing effective inservice training programs in state rehabilitation agencies.
SOURCE: St. Louis, Missouri: Rehabilitation Services Administration, May 18-20, 1970.

COMPETENCY 16:

Teaching/Training Technologies

DEFINITION:

Relates to activities for development and implementation of learning experiences (materials, teaching techniques, work, and academic settings) which are congruent with client abilities so that client academic/educational skills are brought up to a minimal level. These activities include the selection, modification and/or development of materials and identification of experiences which can be most effectively used to teach skills and habits.

KEY TERMS:

Academic Skills Development..... 16-2 - 16-3
Reading Skills Development..... 16-3 - 16-5
Teaching Techniques..... 16-5 - 16-8
Vocational Skills Development..... 16-8 - 16-9

KEY TERM: Academic Skills Development

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Training manual
AUTHOR: Division of Instruction, Department of Pupil Personnel Services, Programs for exceptional children.
TITLE: A secondary pre-vocational curriculum guide for teachers of the educable mentally retarded.
SOURCE: Atlanta, Georgia: Atlanta Public School, 1970.
COMMENTS: This guide is designed to assist inexperienced secondary level teachers in planning and implementing meaningful programs. It deals with teaching the concepts of english, mathematics, social studies and pre-vocational. It is important that the instruction be individualized and based on an effective appraisal of the pupil's strengths and weaknesses. Each course is listed with behavioral objectives and suggested teaching procedures.

KEY TERM: Academic Skills Development

NATURE AND TYPE OF CONTENT: Applied, specific (general)
AUDIENCE AND FORMAT: Trainee, trainer Journal article
AUTHOR: Wehman, P. & Bates, P.
TITLE: Education curriculum for severely and profoundly handicapped persons.
SOURCE: Rehabilitation Literature, 1978, 39 (1), 2-14. (MDC-01956)
COMMENTS: The purpose of this paper is to review research that will facilitate the development of educational programs for severely and profoundly handicapped persons. Component areas include motor development, self-help, communication, social vocation, and academic skill training. An extensive list of references and a bibliography is included.

KEY TERM: Academic Skills Development

NATURE AND TYPE OF CONTENT: Applied, general
AUDIENCE AND FORMAT: Trainer, trainee Training manual
AUTHOR: Smith, R. M.
TITLE: Clinical teaching: Methods of instruction for the retarded.
SOURCE: New York: McGraw-Hill, Inc., 1968.
COMMENTS: This book is directed to teachers of the mentally retarded and attempts to employ a systematic theoretical position throughout so that teachers will have a stable yardstick against which behavior, development, techniques of instruction, and the course of study can be measured. Stresses clinical teaching, where teachers test for and identify those specific areas in which each person is relatively weak or strong. Various subjects are dealt with in the book, with Chapters 6, 7, 8 dealing with: developing areas of communcation, instructing in reading and instructing in arithmetic. Instructional methods given. Negative aspect - geared for children within special

ed. program, but could be applied to others, depending on level of functioning.

KEY TERM: Reading Skills Development

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee Training manual
AUTHOR: Treva M. Quinn
TITLE: Look Hear Write Read.
SOURCE: Corpus Christi, Texas: T.Q. Publishers, 1967.
COMMENTS: A series of manuals that have sequenced lesson plans. The lessons are planned on a weekly schedule with each lesson introducing new words. The words get more complex as you progress through the manuals.

KEY TERM: Reading Skills Development

NATURE AND TYPE OF CONTENT: Applied, general
AUDIENCE AND FORMAT: Trainee, trainer Text
AUTHOR: Klevins, C.
TITLE: Materials and methods adult education.
SOURCE: Klevens Publications, Inc., 1972.
COMMENTS: The book is a collection of articles from 50 men and women - all adult education practitioners. They contributed their expertise in an effort to present relevant material useful for practitioners of adult education. Units of the book are: I. Curriculum development, II. The instructional process, III. New aids to learning, IV. Staff development and V. Adult education: resourceful program development.

KEY TERM: Reading Skills Development

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee Training manual
AUTHOR: Holl, Adelaide.
TITLE: New modern reading skill text series, Teachers's edition, Book 2.
SOURCE: Columbus, Ohio: Charles E. Merrill Books, Inc., 1966.
COMMENTS: Purpose is to improve each student's reading ability. Uses such techniques as: interesting articles (designed for students reading at the eight-grade level, and diversified exercises for training students in the areas of a) understanding the words, b) knowing the facts, c) extending ideas, d) organizing ideas and e) studying word structure. Although designed for students, possibly in a school setting, the stories presented would still appeal to an adult. Part of a sequence series unit.

KEY TERM: Reading Skills Development

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee Training manual
AUTHOR: Holl, Adelaide.
TITLE: New modern reading skill text series, Teacher's edition, Book 1.
SOURCE: Columbus, Ohio: Charles E. Merrill Books, Inc., 1966.
COMMENTS: Purpose is to improve each student's reading ability. Uses such techniques as: inteeresting articles, (designed for students reading at seventh-grade level), and diversified exercises for training students in the areas of a) understanding the words, b) knowing the facts, c) extending ideas, d) organizing ideas and e) studying word structure. Although designed for students, possibly in a school setting, the stories presented would still appeal to an adult. Part of a sequence series unit.

KEY TERM: Reading Skills Development

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee Training manual
AUTHOR: Holl, Adelaide.
TITLE: New modern reading skill text series, Teacher's edition, Book 3.
SOURCE: Columbus, Ohio: Charles E. Merrill Books, Inc., 1966.
COMMENTS: Purpose is to improve each student's reading ability. Uses such techniques as: interesting articles (designed for students reading at ninth-grade level), and diversified exercises for training students in the areas of a) understanding the words, b) knowing the facts, c) extending ideas, d) organizing ideas and e) studying word structure. Although designed for students, possibly in a school setting, the stories presented would still appeal to an adult. Part of a sequence series unit.

KEY TERM: Reading Skills Development

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee Training manual
AUTHOR: Buchanan, Cynthia Dee.
TITLE: The sounds of the letters: A programmed reading for adults, Book 2.
SOURCE: McGraw-Hill Book Company, 1966.
COMMENTS: This is the student's second book of a course in reading. It must be accompanied with the teacher's manual. It begins with learning the letters of the alphabet, and then on to words and on to simple sentences. Pictures are included to help in the learning process.

KEY TERM: Reading Skills Development

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Teaching manual
AUTHOR: Buchanan, Cynthia Dee.
TITLE: The sounds of the letters: Programmed reading for adults, Book 2, Teacher's edition.
SOURCE: Webster Division - McGraw-Hill Book Company, 1966.
COMMENTS: This book is entirely teacher-administered, the students follow the teacher's instructions as they work through their books. It is a programmed course. The pages are divided into units called frames, each of which contains exercises requiring that the students make one or more written responses. The book begins with a brief review of the names of the letters of the alphabet, and then proceeds to a gradual presentation of one sound for each letter. From there, words and simple sentences are introduced.

KEY TERM: Reading Skills Development

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee Training manual
AUTHOR: Kreps, A. R.
TITLE: Reading I - (Developmentally disabled adults).
SOURCE: Denver, Colorado: The College for Living, Metropolitan State College.
COMMENTS: A training manual to aid the client in gaining a basic sight vocabulary and to develop basic reading skills. Involves the use of a Pre-Post test, along with six units that cover a broad range of basic reading skills development exercises.

KEY TERM: Reading Skills Development

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee Training manual
AUTHOR: Kreps, A. R.

TITLE: Reading II (Developmentally disabled adults).
SOURCE: Denver, Colorado: The College for Living, Metropolitan State College.
COMMENTS: Training manual - reading for comprehension. It will aid the client to read more effectively and fluently, to understand and enjoy reading, and to demonstrate these abilities in practical, survival reading. Each section has a homework assignment.

KEY TERM: Teaching Techniques

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Journal article
AUTHOR: Wink, O.
TITLE: Learner-oriented instruction.
SOURCE: Journal of Rehabilitation, 1971, 37 (4), 25-27. (MDC-00498)

COMMENTS: Discusses a learner-oriented instructional system for work adjustment programs. Emphasizes systematic design of the learning environment and provision for multiple levels of entry into ordered instructional sequences. Analysis of the relationship between the client learning ability and the objectives of the work adjustment teaching program is stressed.

KEY TERM: Teaching Techniques

NATURE AND TYPE OF CONTENT: Applied, general
AUDIENCE AND FORMAT: Trainee, trainer Text
AUTHOR: Gardner, W.
TITLE: Behavior modification in mental retardation: The education and rehabilitation of the mentally retarded adolescent and adult.
SOURCE: Chicago: Aldine-Atherton, 1971. (MDC-00581)
COMMENTS: A text which relates the use of behavior modification principles to the evaluation, training, work adjustment, and education of mentally retarded adolescents and adults, particularly in institutions. No background knowledge of learning theory concepts or experience in the use of behavior modification techniques is assumed in the book. Divided into four parts, the first deals with problems of education and rehabilitation of the mentally retarded client, the second deals with behavior modification concepts and principles, the third with psychological evaluation of the mentally retarded client, and the last with methods of producing behavior change.

KEY TERM: Teaching Techniques

NATURE AND TYPE OF CONTENT: Applied - Theoretical, specific
AUDIENCE AND FORMAT: Trainer, trainee Journal article
AUTHOR: Carter, A.
TITLE: Psychoeducational design for rehabilitation workshops.
SOURCE: Vocational Evaluation and Work Adjustment Bulletin, 1977, 10 (1), 27-39. (MDC-01628)
COMMENTS: Suggests that learning theory (psychoeducational design) should be incorporated to a far greater extent in the evaluation/adjustment process. In order to provide an individualized learning program which will low the client to understand, learn, and subsequently be able to perform tasks not previously mastered. Four varialbes must be considered and manipulated if learning is to occur: analysis of the objective, presentation of the material, participation of the client, and proper reinforcement.

KEY TERM: Teaching Techniques

NATURE AND TYPE OF CONTENT: Applied, general
AUDIENCE AND FORMAT: Trainer, trainee Training manual
AUTHOR: Snell, M. E. (Ed.)

TITLE: Systematic instruction of the moderately and severely handicapped.
SOURCE: Columbus, Ohio: Charles E. Merrill Publishing Co., 1978.
COMMENTS: The purpose of this text is to set forth empirically based guidelines and models for teaching the moderately and severely handicapped. The text covers a range of curriculum relevant for teaching the severely handicapped from the cognitive beginnings of visual tracking and mutual imitation to more advanced instructional targets in functional academics and vocational preparation. The common common phylosophy of the contributing authors is a behavioral one. Teaching procedures are presented for the competencies. Relevant competencies covered are: teaching math skills using longitudinal sequences and functional reading.

KEY TERM: Teaching Techniques

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Text
AUTHOR: Bigge, J. L. & O'Donnell, P. A.
TITLE: Teaching individuals with physical and multiple disabilities.
SOURCE: Columbus, Ohio: Charles E. Merrill Publishing Co., 1976.
COMMENTS: This book is designed for teachers, consultants, supervisors, and others who teach and develop multiple disabilities. Both preservice students, as well as experienced teachers should find this book helpful. The ideas, techniques, and resources are the outcome of June Bigge's experience in the classroom and training other teachers. Over 50 other individuals have contributed their expertise in some way. Contains numerous photographs and graphics on teaching aids.

KEY TERM: Teaching Techniques

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, Trainer Text
AUTHOR: Turnbull, A. & Schulz, J.
TITLE: Mainstreaming handicapped students: A guide for the classroom teacher.
SOURCE: Boston: Allyn and Bacon, Inc., 19??.
COMMENTS: This book is designed for educators in a classroom setting and gives the basic answers on what methods to use with their "special" mainstreamed students and their regular students. The book offers teaching programs in language arts, reading, arithmetic, sciences, social studies, physical education, music and art.

KEY TERM: Teaching Techniques

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Text

AUTHOR: Larsen, S. C. & Poplin, M. S.
TITLE: Methods for educating the handicapped: An individualized education program approach.
SOURCE: Boston: Allyn and Bacon, Inc., 1980.
COMMENTS: The purpose of this book is to provide edeucators with a method that, if followed, will result in a well-grounded and defensible approach when planning for or actually teaching disabled children. The concept of the Individualized Education Program (IEP), mandated in federal law, is used as a focal point for discussion. Two case studies are presented as forms of references.

KEY TERM: Teaching Techniques

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainer, trainee Text
AUTHOR: Padzensky, H. & Gibson, J.
TITLE: Goalguide: A minicourse in writing goal and behavioral objectives for special education.
SOURCE: Belmont, California: Fearon Publishers, Inc., 1975. (MDC-01560)
COMMENTS: Goalguide is an instructional package which is designed to meet the needs of teachers, therapists, administrators, and others who work with developmentally disabled individuals. The Goalguide package consists of 3 basic components: A Participant Manual, a Participant Workbook, and an Instructor's Manual. When used as a formal in- service training course, estimated completion time is 9 hours. The materials can also be used individually. Includes information on the nature of goals, justifying the use of goals, writing behavioral objectives, utilizing task analysis and sequencing objectives, and prescriptive programming. The Participant Manual contains all the instruction required to complete the material. The Workbook has exercises which allow the participant to practice what has been learned.

KEY TERM: Vocational Skills Development

NATURE AND TYPE OF CONTENT: Applied, general
AUDIENCE AND FORMAT: Trainee Training manual
AUTHOR: Skinner, L.
TITLE: A secondary education curriculum for educable mentally retarded students.
SOURCE: New Jersey: Department of Education, Divison of Vocational Education, Bureau of Occupational Research Development.
COMMENTS: A curriculum guide to aid the teacher when developing lesson plans for skills in the areas of: reading, mathematics, english, and preparation for work. Each task is presented as a behavioral objective with suggested teaching methods and student activities to supplement the learning process. Specific occupations focused on in the preparation for work

section include: a) assembly line worker, b) worker for a small corporation, c) short order cook, and d) restaurant worker. A comprehensive appendix section is included with such information as: information from DOT about suitable jobs, resource people, behavior modification, how to take a trip, etc.

COMPETENCY 17:

General/Basic Employment Acquisition Skills

DEFINITION:

Relates to activities (teaching/training) directed at developing a minimal level of competence in the client with respect to general (task specific and social) work behaviors, basic educational skills, and job seeking skills.

KEY TERMS:

Employability Skills Development.... 17-2
Job Application..... 17-2
Job Interview..... 17-2 - 17-3
Job Interview Training..... 17-3 - 17-4
Job Readiness..... 17-4 - 17-10
Job Seeking Skills..... 17-10 - 17-11
Job Seeking Skills Training..... 17-11 - 17-15
Vocational Behaviors..... 17-15 - 17-17
Vocational Skills..... 17-17

KEY TERM: Employability Skills Development

NATURE AND TYPE OF CONTENT: Applied, general
AUDIENCE AND FORMAT: Trainer, trainee Journal article
AUTHOR: Brown, R. W. & Kottler, J. A.
TITLE: Increasing client employability through skill development.
SOURCE: Journal of Employment Counseling, September, 1979, 16 (3). (MDC-00183)
COMMENTS: This article presents a three part model for counseling in an employment setting. These core skills are presented in three distinct, progressive categories which can be seen as part of an ongoing career development cycle: job preparation, job search, and job survival. They discuss several specific life skills relevant to each component and see them as neither exhaustive nor exclusive but simply as specific content for potential group or individual counseling sessions. The skills when learned have broad applicability to non-job aspects of client's lives, contributing to an overall improvement in personal effectiveness.

KEY TERM: Job Application

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Journal article
AUTHOR: Gregory, R. J.
TITLE: The application for employment.
SOURCE: Vocational Guidance Quarterly, 1966, 15 (2), 131-134. (MDC-00104)
COMMENTS: Believes that the use of the application blank is so widespread and of such profound importance that it should be used as a training device to positively aid job-seekers. This study was conducted to ascertain how frequently applications for employment are used, what questions are present, and how frequently these questions occur. A general list of items frequently appearing on applications is presented.

KEY TERM: Job Interview

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainer, trainee Journal article
AUTHOR: Clowers, M. R. & Fraser, R. T.
TITLE: Employment interview literature: A perspective for the counselors.
SOURCE: The Vocational Guidance Quarterly, 26 (1), 1977. (MDC-00026)
COMMENTS: Places emphasis on the importance of the employment interview in determining successful placement. Offers updated information on progress in the field of employment interview research and a broader understanding of the interview process. Applicant characteristics in the interview are described according to the importance of the item. Describes the

interview as a process and points out both the interviewer's and the applicant's input and how it affects the outcome.

KEY TERM: Job Interview Training

NATURE AND TYPE OF CONTENT: Applied, primary
AUDIENCE AND FORMAT: Trainee Journal article
AUTHOR: Harris, M. & Venardos, M.
TITLE: Job interview training with rehabilitation clients: A comparison of videotapes and role-playing procedures.
SOURCE: Journal of Applied Psychology, 1973, 58 (3), 365-367. (MDC-00853)
COMMENTS: Report of a study in which rehabilitation clients were assigned to treatment programs designed to improve job interview behavior. Treatments included videotape feedback and role-playing which were compared to effects of an attention-placebo control group.

KEY TERM: Job Interview Training

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainer, trainee Training manual
AUTHOR: Rickerson, P. & Nielsen, J.
TITLE: The job interview training program.
SOURCE: Salt Lake City, Utah: Columbus Community Center, 1977. (MDC-02104)
COMMENTS: The Job Interview Training Program (JITP) was constructed for use with a variety of populations ranging from educable mentally retarded adults to high school graduates. The objectives are: 1) to generate a more positive "self-image" in the individual so that his work attitude is characterized by performance ability rather than disability, and 2: to train the individual to utilize methods which explain and demonstrate his ability by teaching him what to do and say during the job interview so that he presents himself in the most advantageous manner. Pre and post tests, discussion items and curriculum are included.

KEY TERM: Job Interview Training

NATURE AND TYPE OF CONTENT: Applied, Primary
AUDIENCE AND FORMAT: Trainer, trainee Journal article
AUTHOR: Barbee, J. & Keil, E.
TITLE: Experimental techniques of job interview training for the disadvantaged: Videotape feedback, behavior modification, and microcounseling.
SOURCE: Journal of Applied Psychology, 1973, 58(2), 209-213. (MDC-00814)
COMMENTS: A report of a training program designed to improve the job interviewing skills of culturally disadvantaged persons.

Clients were assigned to one of three following methods: a) a combined treatment program of videotape feedback and behavior modification techniques, b) a videotape feedback only program, and c) a no- treatment (control) program.

KEY TERM: Job Readiness

NATURE AND TYPE OF CONTENT: Applied, primary
AUDIENCE AND FORMAT: Trainer, trainee Training manual
AUTHOR: Osborn, W., et al.
TITLE: An instructional program for employability orientation.
SOURCE: Alexandria, Virginia: Human Resources Research Organization, 1972. (MDC-00765)
COMMENTS: Product of the DOL research project entitled "Development of a Program of Instruction for WIN Employability Orientation". The objective of the original study was to develop and provide a program instruction model for WIN projects staff for orientation of the unemployed and unemployable to the world of work and to provide a training curriculum for socio-economic adaptation and general employability skills (as opposed to specific job skills). Instructional units, with objectives to be met, are presented in curriculum outline form in the following areas: food... job searching, job application, test taking, job interviewing, job assessment, job performance, employee relations...union policies.

KEY TERM: Job Readiness

NATURE AND TYPE OF CONTENT: Applied. primary
AUDIENCE AND FORMAT: Trainee Presentation at Institute Text
AUTHOR: McAlees, D.

TITLE: Evaluation of job readiness.
SOURCE: Paper presented at Placement Institute, Oklahoma State University. (MDC-00461)
COMMENTS: A discussion of job readiness in terms of employability, placeability, employment satisfactoriness, and employment satisfaction. Indicates areas of readiness to be evaluated including psychological, physical, occupational, and placement.

KEY TERM: Job Readiness

NATURE AND TYPE OF CONTENT: Applied, primary
AUDIENCE AND FORMAT: Trainee Journal article
AUTHOR: Bitter, J.
TITLE: Toward a concept of job readiness.
SOURCE: Rehabilitation Literature, 1969, 29 (7), 201-203. (MDC-00418)
COMMENTS: An attempt to provide a frame of reference for determining an individual's "job readiness". (Defined as the attainment of performance patterns that will conform to those required by a work environment.) Three variables are considered in the

attainment of "job readiness": personal, job skill factors, and the work environment.

KEY TERM: Job Readiness

NATURE AND TYPE OF CONTENT: Applied, primary
AUDIENCE AND FORMAT: Trainer, trainee Training manual
AUTHOR: Tesolowski, D.
TITLE: Job readiness training curriculum.
SOURCE: Menomonie, Wisconsin: University of Wisconsin-Stout, Materials Development Center, 1979. (MDC-02076)
COMMENTS: Designed for use in training clients in the areas of job preparation, job seeking, and job maintenance. Fifteen lessons cover areas such as: why people work and self-appraisal, finding the right job, self-expressed interests and attitudes for specific jobs, completing an application for employment, application letter and employment examinations using the telephone to contact employer, etc. Instructional materials such as work sheets, information sheets, and masters for transperancies are included. Audiovisual instructional materials such as 16mm films, filmstrips, and cassettes are listed for use as supplementary materials.

KEY TERM: Job Readiness

NATURE AND TYPE OF CONTENT: Applied, primary
AUDIENCE AND FORMAT: Trainer, trainee Journal article
AUTHOR: Bitter, J. & Bolanovich, D.
TITLE: WARF: A scale for measuring job-readiness behaviors.
SOURCE: American Journal of Mental Deficiency, 1970, 74, 616-621. (MDC-00345)
COMMENTS: Describes the WARF (Work Adjustment Rating Form) developed at St. Louis Jewish Employment and Vocational Service. The scale, designed to measure job readiness behaviors of the mentally retarded, is divided into eight scales: amount of supervision required, realism of job goals, teamwork, acceptance of rules/authority, work tolerance, perseverance, extent to which client seeks assistance, and importance attached to job training. Includes discussion of criteria essential for inclusion in a job readiness scale. Statistics show the correlation of WARF ratings with job adjustment and the reliability of WARF ratings.

KEY TERM: Job Readiness

NATURE AND TYPE OF CONTENT: Applied, primary
AUDIENCE AND FORMAT: Trainer, trainee Journal article
AUTHOR: Kidd, J.
TITLE: A job readiness evaluation check list.
SOURCE: Exceptional Children, 1967, 33, 581-583. (MDC-00235)

COMMENTS: Describes and illustrates a short, concise, non-copyrighted evaluation check list developed by the Special School District of St. Louis County, Missouri. The form incorporates, in a five-point scale, the personal characteristics from A Guide to Jobs for the Mentally Retarded. Additional characteristics of the successful job holder were incorporated from the experiences of job placement consultants. A complete sample of the form is included with the article.

KEY TERM: Job Readiness

NATURE AND TYPE OF CONTENT: Applied, primary
AUDIENCE AND FORMAT: Trainer, trainee Training manual
AUTHOR: Wilkie, E.
TITLE: Guide to the community, Volume I.
SOURCE: Elwyn, Pennsylvania: Elwyn Institute, 1967. (MDC-00786)
COMMENTS: Volume I of a 3-volume instructional series in community survival skills. Originally designed for adult institutionalized retardates, the material has been used with the culturally deprived. The guides are designed to be used by the student with pictures supporting the di dialogue. Comprises 5 sections covering such areas as: use of a newspaper to find a job, applying for a job by letters and using the state employment service, - job interview, personal data sheet, - keeping the job, what to do if fired or laid off, finding another job - use of budget sheets, - why and where to bank, opening a savings account, depositing and withdrawing money.

KEY TERM: Job Readiness

NATURE AND TYPE OF CONTENT: Applied, primary
AUDIENCE AND FORMAT: Trainee Text
AUTHOR: Kowle, C. & Trout, D.
TITLE: Job seeking and job keeping: An annotated bibliography.
SOURCE: Madison, Wisconsin: University of Wisconsin, 19??. (MDC-01724)
COMMENTS: This annotated bibliography lists commercial literature, curriculum materials, and job seeking guides relating to job acquisition and maintenance. A range of materials for a variety of audiences is included such as low literate adults, high school students, executive job seekers, the unemployed, and post secondary and college graduates. The types of materials range from audiovisual programs to local curriculum outlines.

KEY TERM: Job Readiness

NATURE AND TYPE OF CONTENT: Applied, primary
AUDIENCE AND FORMAT: Trainer, trainee Journal article

AUTHOR: Perrin, T.
TITLE: Job seeking skills training for adult retarded clients.
SOURCE: Journal of Applied Rehabilitation Counseling, 1977, 8 (3), 181-189. (MDC-01744)
COMMENTS: Emphasizes that the adult retarded can benefit by job seeking skills training. Such training should be accompanied by diagnostic assessment, vocational counseling, skills training, social skills development, and work behavior training.

KEY TERM: Job Readiness

NATURE AND TYPE OF CONTENT: Applied, primary
AUDIENCE AND FORMAT: Trainer, trainee Journal article
AUTHOR: Ugland, R.
TITLE: Job seeker's aids: A systematic approach for organizing employer contacts.
SOURCE: Rehabilitation Counseling Bulletin, 1977, 21 (2), 107-115. (MDC-01758)
COMMENTS: Job seeker's aids is a step-by-step procedure which can be used by rehabilitation counselors to help clients locate and visit manufacturing, institutional, and other places of employment for the purpose of identifying and applying for job openings. Aids include industry lists, industry maps, a schedule or guide for contacting employers, and a feedback system.

KEY TERM: Job Readiness

NATURE AND TYPE OF CONTENT: Applied, primary
AUDIENCE AND FORMAT: Trainee Journal article
AUTHOR: McClure, D.
TITLE: Placement through improvement of client's job seeking skills.
SOURCE: Journal of Applied Rehabilitation Counseling, 1972, 3 (3), 188-196. (MDC-01735)
COMMENTS: Emphasizes the importance of having agencies provide effective job seeking skill programs for rehabilitation clients. Reports results of several research projects in which concentrated job seeking skill programs were offered.

KEY TERM: Job Readiness

NATURE AND TYPE OF CONTENT: Applied, primary
AUDIENCE AND FORMAT: Trainer, trainee Manual
AUTHOR: Goodwill of Wyoming.
TITLE: Vocational goal development.
SOURCE: Cheyenne, Wyoming: Human Services Center, Rehabilitation Department, 1977. (MDC-01730)
COMMENTS: The Vocational Goal Development Program was established for the purpose of assisting an individual to develop a feasible vocational plan. A four week curriculum is contained in the booklet which covers values, attitudes and expectations,

vocational exploration, job seeking skills, and survival skills. Published materials, both audiovisual and print, are also listed.

KEY TERM: Job Readiness

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Paper
AUTHOR: McAlees, D. C.
TITLE: Evaluation of job readiness.
SOURCE: Paper presented to Placement Institute at Oklahoma State University, 1965. (MDC-00251)
COMMENTS: Stresses that rehabilitation counselor should always deal with the total person, since the individual's role as a worker affects his personal adjustments in the family, social, and other behavioral dimensions. Discusses the three levels of job readiness. 1) physical, 2) vocational, and 3) psychological. Explores aspects of job unreadiness, emphasizing such factors as dependency and motivation problems. Points to consider when appraising a client's readiness status are reviewed. Lastly, the benefits of a work period in a sheltered shop, as a means to evaluate a client's performance, are expanded upon.

KEY TERM: Job Readines

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Paper
AUTHOR: Forrest, J. W.
TITLE: Evaluating job readiness.
SOURCE: Paper presented at Bi-regional Institute on Placement, Oklahoma State University, 1963. (MDC-00256)
COMMENTS: Believes that the concern for the client's readiness for placement and the performance level at which he is capable of functioning is of prime importance. Therefore, the evaluation and re-evaluation of a client's job readiness is an essential job duty of the counselor. Stresses that the evaluation of job readiness consists of asking and finding answers for five basic questions. These are listed and additional strategies to use in evaluating a client's readiness are discussed and expanded upon.

KEY TERM: Job Readiness

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Journal article
AUTHOR: Pumo, Benjamin, Sehl, R. & Cogen, F.
TITLE: Job readiness: Key to placement.
SOURCE: Journal of Rehabilitation, 1966, 32(5). (MDC-00043)
COMMENTS: Describes a job readiness program and gives a specific breakdown of the procedures undertaken at Toledo Goodwill

Industries, July, 1965. Activities used within the learning process are presented and discussed. The summary includes the outcome of the eleven participants in the clinic and an over-all analysis on the merits of the program.

KEY TERM: Job Readiness

NATURE AND TYPE OF CONTENT: Applied, primary
AUDIENCE AND FORMAT: Trainer, trainee Training manual
AUTHOR: Carlson, P. A.
TITLE: Job readiness training program.
SOURCE: Warren, Ohio: Hillside Hospital, 1974. (MDC-01621)
COMMENTS: The purpose of the Job Readiness Program is to instruct those clients clients who have been determined to be employable in how to find, get, and hold a job. The program content includes the following instructional areas: a self-evaluation of job seeking skills, getting job leads, filling out job applications, preparing for and how to act on an interview, how to follow up an interview, how to hold a job after being hired, and wages, work rules, and benefits. The manual consists of an instructor's guide and procedures manual, lesson plans, and a client's workbook.

KEY TERM: Job Readiness

NATURE AND TYPE OF CONTENT: Applied, primary
AUDIENCE AND FORMAT: Trainer, trainee Training manual
AUTHOR: Texas Rehabilitation Commission.
TITLE: Prevocational training workbook.
SOURCE: Austin, Texas: Author, 1974. (MDC-01610)
COMMENTS: The prevocational training package consists of the instructor's guide to be used by the instructor and the workbook to be used by the student. The workbook, discussed here, covers the following areas: job information sources, responsibility to government, budgeting, checking accounts and savings, family relationships, self concepts, and job seeking which includes self inventory, application completion, interviewing and role playing for an interview (see separate annotation for the prevocational training instructor's guide).

KEY TERM: Job Readiness

NATURE AND TYPE OF CONTENT: Applied, primary
AUDIENCE AND FORMAT: Trainer, trainee Training manual
AUTHOR: Texas Rehabilitation Commission.
TITLE: Prevocational training instructor's guide.
SOURCE: Austin, Texas: Author, 1974. (MDC-01611)
COMMENTS: This prevocational training package consists of the instructor's guide to be used by the instructor, and the workbook to be used by the student. The guide, discussed here,

presents individual lesson plans covering each of the following objectives of the curriculum: job information sources, responsibility to government, budgeting, checking accounts and savings, family relationships, self concepts, and job seeking which includes self-inventory, application completion, interviewing, and role playing for an interview

KEY TERM: Job Readiness

NATURE AND TYPE OF CONTENT: Applied, Primary
AUDIENCE AND FORMAT: Trainer, trainee Text
AUTHOR: Associates for Research in Behavior, Inc.
TITLE: Transition to work contribution of the job readiness posture (JRP).
SOURCE: Philadelphia: Author, 1973. (MDC-00811)
COMMENTS: The purpose of the study was to evaluate the vocational opinion index, a psychometric instrument designed to measure attitudes toward work, that is, the job readiness posture of trainees in MDT Skill Centers. Contains study summary and copy of the VOI (Vocational Opinion Index).

KEY TERM: Job Readiness

NATURE AND TYPE OF CONTENT: Applied, Primary
AUDIENCE AND FORMAT: Trainee, trainer Journal article
AUTHOR: Tillman, K.
TITLE: Predicting job readiness.
SOURCE: Louisiana Vocational Evaluation and Work Adjustment Association News, 1972, 3(2), 14-15. (MDC-00767)
COMMENTS: Discussion of the process of work evaluation and work adjustment and how it may be used to predict job readiness of a client.

KEY TERM: Job Readiness

NATURE AND TYPE OF CONTENT: Applied
AUDIENCE AND FORMAT: Trainer, trainee Text
AUTHOR: Associates for Research in Behavior, Inc.
TITLE: Transition to Work III: Development and implementation of the VOI Transition System.
SOURCE: Philadelphia: Author, 1974. (MDC-01109)
COMMENTS: Final report on the development of the Vocational Opinion Index (VOI), a paper and pencil instrument for measuring "Job Readiness Posture" (JRP). JRP is a term used to define an individual's attitudes, perceptions and motivations as they impact on his ability to obtain and maintain a job. Sample of instrument included.

KEY TERM: Job Seeking Skills

NATURE AND TYPE OF CONTENT: Applied, primary
AUDIENCE AND FORMAT: Trainer, trainee Training manual
AUTHOR: Bureau of Standards, Methods and Planning.
TITLE: A guide for group training in job finding.
SOURCE: Trenton, New Jersey: State Employment Service, Department of Labor and Industry, 1963. (MDC-01617)
COMMENTS: Group training in job finding consists of a series of training sessions on the principles of job finding and selling your services to a prospective employer. Sessions are as follows: becoming acquainted with the labor market including local and national trends, self inventory of job skills and abilities, learning the various sources of job leads, learning how to effectively present qualifications to an employer by means of a personal interview, a letter of application, and the resume. (This pamphlet was designed primarily for use in state employment agencies and calls for the use of other state employment service forms.)

KEY TERM: Job Seeking Skills

NATURE AND TYPE OF CONTENT: Applied, secondary
AUDIENCE AND FORMAT: Trainer, trainee Text
AUTHOR: Wiinamaki, M.
TITLE: Job quest series: Supplemental resource guide.
SOURCE: Menomonie, Wisconsin: University of Wisconsin-Stout, Materials Development Center, 1974. (MDC-01329)
COMMENTS: A review of commercially available materials in the area of job seeking skills. The material in the guide is categorized according to the type of format: audio, film, filmstrip-sound, multi-media, printed material and reference material.

KEY TERM: Job Seeking Skills Training

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainer, trainee Journal article
AUTHOR: Lake, J.
TITLE: Specific training for job placement.
SOURCE: Journal of Rehabilitation, 1975, 41 (4), 20-21.
COMMENTS: A "Job-Seeking Skills Training" program is presented and 4 major components are discussed: 1) Employment resources training, 2) Interview training, 3) Application training and 4) Transportation training. The assumption is made that a client trained in these areas will gain greater independence and confidence and be in a better position to "sell" himself to the employer.

KEY TERM: Job Seeking Skills Training

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainer, trainee Journal article

AUTHOR: Stude, E. & Pauls, T.
TITLE: The use of a job seeking skills group in developing placement readiness.
SOURCE: Journal of Applied Rehabilitation Counseling 1977, 8 (2), 115-120. (MDC-01669)
COMMENTS: Clients ready for job placement but needing additional skills to successfully complete the employee selection process participated in a Job Seeking Skills group. The Job Seeking Skills group as an aid to developing placement readiness is discussed and recommendations for further research are presented.

KEY TERM: Job Seeking Skills Training

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Journal article
AUTHOR: McClure, D.
TITLE: Placement through improvement of client's job seeking skills.
SOURCE: Journal of Applied Rehabilitation Counseling, 1972, 3 (3), 188-196. (MDC-01735)
COMMENTS: Emphasizes the importance of having agencies provide effective job seeking skill programs for rehabilitation clients. Reports results of several research projects in which concentrated job seeking skill programs were offered.

KEY TERM: Job Seeking Skills Training

NATURE AND TYPE OF CONTENT: Applied, primary-specific
AUDIENCE AND FORMAT: Trainer, trainee Training manual
AUTHOR: Hodgson, K.
TITLE: Job seeking skills: A curriculum and guide.
SOURCE: Menomonie, Wiconsin: University of Wisconsin-Stout, Vocational Development Center, 1979. (MDC-02079)
COMMENTS: A 4.5 day program designed to instruct individuals in ways to be more independent and successful in securing employment. Useful for clients who may possess employment skills but who lack the placeability skills to get a job. Emphasis on helping the individual to identify and present their realistic skills, abilities and traits to potential employer. Topics convered include self-inventory, setting personal goals and objectives, communication skills, job resources, basic use of telephone in job search, understanding of fringe benefits and payroll deductions, completing applications, and a grooming and hygeine review. List of supplemental materials is included. Has been used with handicapped and nonhandicapped. Can be used used with educable mentally retarded. Best with 4 to 6 clients.

KEY TERM: Job Seeking Skills Training

NATURE AND TYPE OF CONTENT: Applied, specific

AUDIENCE AND FORMAT: Trainer, trainee Training Manual
AUTHOR: Walter, J., Schloss, P. & Bernstein, G.
TITLE: A job seeking skills curriculum for developmentally disabled adults.
SOURCE: In O. Karan (Ed.) Habilitation practices with the severely developmentally disabled: Vol. 2. Madison, Wisconsin: University of Wisconsin, Research and Training Center, 1977. (MDC-02185)
COMMENTS: This section contains a curriculum designed to teach independent job seeking skills needed for employment. Sections include: investigation of individual job interests, tapping resources for job leads, calling for an interview, writing a letter of application, preparing a basic resume, completing a job application form, and preparing for an interview.

KEY TERM: Job Seeking Skills Training

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainer, trainee Journal article
AUTHOR: Keith, R. D., Engelkes, J. R. & Winborn, B. B.
TITLE: Employment-seeking preparation and activity: An experimental job- placement training model for rehabilitation clients.
SOURCE: Rehabilitation Counseling Bulletin, 1977, 21 (2), 159-165. (MDC-00125)
COMMENTS: An experimental study that evaluated an innovative approach to job placement is presented. One experimental and two control groups were used. Rehabilitation clients in the experimental group were taught job-seeking behaviors on an individual and self-help basis. Multivariate analyses of covariance were used to analyze outcome behavioral measures. Significant, positive experimental results were found on a knowledge achievement questionnaire, number of job leads obtained, number of job interviews completed, and number of jobs obtained.

KEY TERM: Job Seeking Skills Training

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainer, trainee Journal article
AUTHOR: Stone, C. I. & Geppert, C. C.
TITLE: Job interviewing skills training: An empirical investigation of two methods.
SOURCE: Rehabilitation Counseling Bulletin, 1978, 22 (5). (MDC-00167)
COMMENTS: The purpose of this study was to determine the effectiveness of two remedial training programs in job interviewing skills; role playing and one component of a commercially available training package, the MDC-Job Quest Series. A second research interest was to determine the effectiveness of role playing when a Quest program was added to it. The methods used in the study are described in detail with the conclusions drawn from the study listed. Recommended training procedures are expanded upon using the data developed from the study.

KEY TERM: Job Seeking Skills Training

NATURE AND TYPE OF CONTENT: Applied, general
AUDIENCE AND FORMAT: Trainee, trainer Journal article
AUTHOR: Zadny, J. J. & James, L. E.
TITLE: A review of research on job placement.
SOURCE: Rehabilitation Counseling Bulletin, 1978, 21 (2). (MDC-00124)
COMMENTS: Emphasizes that despite the importance of job placement in vocational rehabilitation, research on techniques is scarce. Instead, the literature is limited to advice on selective placement that has not changed substantially over the last thirty years. Discusses the merits of a job-seeking skills program and investigates the relative effectiveness of formal and informal channels of job search methods. Believes this points to a promising alternative to selective placement for clients who are capable of an independent job search.

KEY TERM: Job Seeking Skills Training

NATURE AND TYPE OF CONTENT: Applied, primary
AUDIENCE AND FORMAT: Trainee Journal article
AUTHOR: Stude, E. & Paulls, T.
TITLE: The use of a job seeking skills group in developing placement readiness.
SOURCE: Journal of Applied Rehabilitation Counseling, 1977 8 (2), 115-120. (MDC-01669)
COMMENTS: Clients ready for job placement but needing additional skills to successfully complete the employee selection process participated in a Job Seeking Skills group. The Job Seeking Skills group as an aid to developing placement readiness is discussed and recommendations for further research is presented.

KEY TERM: Job Seeking Skills Training

NATURE AND TYPE OF CONTENT: Applied, primaryu
AUDIENCE AND FORMAT: Trainee Text
AUTHOR: Chicago Goodwill Industries.
TITLE: Utilization of video equipment at Chicago Goodwill Rehabilitation Center.
SOURCE: Paper presented at Illinois Rehabilitation Association Conference, Rockford, Illinois, 1975. (MDC-01258)
COMMENTS: A brief description of the use of video equipment is described for the following areas: job seeking skills, job interviewing, and group interaction problem solving.

KEY TERM: Job Seeking Skills Training

NATURE AND TYPE OF CONTENT: Applied, primary
AUDIENCE AND FORMAT: Trainee Journal article

AUTHOR: Otto, N.
TITLE: The job seeking skills package.
SOURCE: In A. Sax (Ed.) Innovations in Vocational evaluation and work adjustment. Vocational Evaluation and Work Adjustment Bulletin, 1972, 5 (1), 35-37. (MDC-00721)
COMMENTS: A description of the Minneapolis Rehabilitation Center's Job Seeking Skills Package which is designed as a systematic approach to teach groups of job applicants how to get jobs independently. Information regarding content and necessary training for administration is included.

KEY TERM: Job Seeking Skills Training

NATURE AND TYPE OF CONTENT: Applied, primary
AUDIENCE AND FORMAT: Trainee Journal article
AUTHOR: Wiinamaki, M.
TITLE: MDC-Job quest series. In A. Sax (Ed.), Innovations in vocational evaluation and work
SOURCE: adjustment. Vocational Evaluation and Work Adjustment Bulletin, 1975, 8(1), 49-51. (MDC-01244)
COMMENTS: A description of the MDC-Job Quest Series, an audio-visual program designed for rehabilitation clients to help prepare them for job seeking skills. Divided into three parts, the series contains (1) identification and utilization of different community resources for job information, 2) preparation of a resume, and 3) preparing for an interview.

KEY TERM: Vocational Behaviors
~~b::~~ Applied, specific
AUDIENCE AND FORMAT: Trainer, trainee Journal article
AUTHOR: Soloff, A.
TITLE: The Chicago JVS Research Utilization Laboratory.
SOURCE: In A. Sax (Ed.), Innovations in vocational evaluation and work adjustment. Vocational Evaluation and Work Adjustment Bulletin, 1971, 4(2), 38-39. (MDC-00580)
COMMENTS: Description of the Research Utilization Laboratory (RUL) at Chicago Jewish Vocational Service. Discusses a systematic evaluation of strengths and weaknesses related to employment in 12 selected areas of work performance demonstrated to be important to job success.

KEY TERM: Vocational Behaviors

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainer, trainee Journal article
AUTHOR: Krantz, G.
TITLE: Critical vocational behaviors.
SOURCE: Journal of Rehabilitation, 1971, 37 (4), 14-16. (MDC-00494)
COMMENTS: Discusses work adjustment as a means for promoting critical (desirable) vocational behaviors. Defines critical vocational behaviors, job-getting behaviors, and job-keeping behaviors. A

second outline presents critical employment coupled behaviors including social living competencies, general and personal living competencies, and community living competencies.

KEY TERM: Vocational Behaviors

NATURE AND TYPE OF CONTENT: Theoretical, specific
AUDIENCE AND FORMAT: Trainer, trainee Journal article
AUTHOR: Korman, A.
TITLE: Toward an hypothesis of work behavior.
SOURCE: Journal of Applied Psychology, 1970, 54 (1), 31-41. (MDC-00447)
COMMENTS: Offers an hypothesis of work attitudes which emphasizes self-evaluation, self-perception, past reinforcement history, and inter- personal evaluation. Attempts to predict variables of industrial psychology, work performance, work satisfaction, and work choice. Proposes that individuals seek the behavioral role which will increase their favorable awareness and judgment of themselves. Discussions to follow on changes in self-concept and findings relating to the hypothesis. The need for further research is presented.

KEY TERM: Vocational Behaviors

NATURE AND TYPE OF CONTENT: Applied, general
AUDIENCE AND FORMAT: Trainee, trainer Text
AUTHOR: Goldston, L., Pollack, R. & Soloff, A.
TITLE: Observation and client evaluation in workshops: A guide and a manual.
SOURCE: Menomonie, Wisconsin: University of Wisconsin-Stout, Materials Development Center, 1973. (MDC-00894)
COMMENTS: A guide and manual developed at the Chicago Jewish Vocational Service and Research Utilization Laboratory and designed to a) help floor supervisors improve their observational skills and their skills in making inferences from observations, and b) to help floor supervisors learn about the kinds of client behavior in work programs that have been found to be indicators of success or failure at work. Twelve areas of client work behavior are presented as the basis upon which to make observations.

KEY TERM: Vocational Behaviors

NATURE AND TYPE OF CONTENT: Applied, primary
AUDIENCE AND FORMAT: Trainer, trainee Text
AUTHOR: Walls, R., Zane, T. & Werner, T.
TITLE: Vocational behavior checklist.
SOURCE: Morgantown, West Virginia: West Virginia University, Research and Training Center, 1978. (MDC-01867)

COMMENTS: The Vocational Behavior Checklist (VBC) is a device for assessment of client work skills, training needs, and effectiveness training itself. Includes 339 relevant specific vocational skills. Criterion reference is used to assess a client's vocational progress, and skills are listed in specific terms to determine whether a client has mastered these skills. There are 7 classes of skill objectives of the VBC: Prevocational skills, job seeking skills, interview skills, job-related skills, work performance skills, on-the-job social skills, & union/financial/security skills. A skill summary chart set to record initial assessment and progress is included. A skill objective profile sheet shows overall status of strengths and weaknesses by plotting information derived from summary charts.

KEY TERM: Vocational Behaviors

NATURE AND TYPE OF CONTENT: Applied, primary
AUDIENCE AND FORMAT: Trainer, trainee Text
AUTHOR: Krantz, G.
TITLE: Manual vocational behaviors scale (experimental).
SOURCE: St. Paul, Minnesota: Department of Education, Vocational-Technical Division and Special Education Section, 1971. (MDC-01225)
COMMENTS: Includes manual for use of the scale and also an example of the scale. Emphasizes that the scale is intended to describe behavioral dimensions that are not abstract and for which something can be done.

KEY TERM: Vocational Skills

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Text
AUTHOR: High, E. & Mayers, K.
TITLE: Developing pre-vocational/vocational skills in developmentally disabled persons.
SOURCE: Washington: George Washington University, Division of Rehabilitation Medicine, 1976. (MDC-01763)
COMMENTS: Designed for use in a pre-vocational or vocational setting, this guide provides objectives and procedures for developing social skills necessary for succeeding in the world of work. Objectives and accompanying exercises are included in the following areas: initiative, direction, productivity, repetition, perseverence, motivation to work, following policy, accepting criticism, submissiveness, cooperation, reaction to problems, adaptability, self concept, personal appearance, and care of work area.

COMPETENCY 18:

Job Analysis and
Development/Modification

DEFINITION:

Relates to development (or modification) of work tasks and work samples to be used in the evaluation of clients based upon analyses of the components of a particular job.

KEY TERMS:

Job Analysis..... 18-2 - 18-9
Job Modification/Redesign..... 18-9 - 18-10
Rehabilitation Process..... 18-11
Situational Assessment..... 18-11
Work Sample Development..... 18-12 - 18-21

KEY TERM: Job Analysis

NATURE AND TYPE OF CONTENT: Applied, general
AUDIENCE AND FORMAT: Trainee, trainer Journal article
AUTHOR: Steiner, W.
TITLE: Assessment methods.
SOURCE: Vocational Evaluation and Work Adjustment Bulletin, 1970, 3 (3), 3. (MDC-00344)
COMMENTS: Discusses methods of assessing client abilities. Defined are: mental testing, job analysis, work sampling, the situational approach, job tryout in a vocational training shop, and on-the-job placement evaluation.

KEY TERM: Job Analysis

NATURE AND TYPE OF CONTENT: Applied, general
AUDIENCE AND FORMAT: Trainee, trainer Text
AUTHOR: Usdane, W.
TITLE: Pre-vocational evaluation criteria for the severely handicapped.
SOURCE: In Mary T. Morrison Center for Rehabilitation, Institute on Work evaluation. San Francisco: Author, 1959. (MDC-00014)
COMMENTS: A discussion of the need for vocational evaluation, techniques used in evaluation, and rating client performance. Indicates need for adequate job analysis and cooperation between business and industry.

KEY TERM: Job Analysis

NATURE AND TYPE OF CONTENT: Applied, general
AUDIENCE AND FORMAT: Trainee, trainer Text
AUTHOR: Campbell, J.
TITLE: Work evaluation in a community evaluation center.
SOURCE: Johnstown, Pennsylvania: University of Pittsburg, Research and Training Center in Vocational Rehabilitation, 1975. (MDC-00009)
COMMENTS: Contains a brief description of the historical background of evaluation. Discusses four approaches to assessment: mental testing, job analysis, work sample, the situational approach, and their advantages and disadvantages. Also includes script from question and answer period following the presentation.

KEY TERM: Job Analysis

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Text
AUTHOR: Whitmore, P.
TITLE: The behavioral model as a tool for analyzing soft skills.

SOURCE: Alexandria, Virginia: Human Resources Research Organization, 1974, 11-16. Also in J. Fry and P. Whitmore, Soft skills: Definition behavioral model analysis. (MDC-01185)
COMMENTS: Necessity for analyzing the soft skill jobs (i.e. job-related skills involving actions primarily affecting people and paper) as a prerequisite to evaluating the workers performance is discussed.

KEY TERM: Job Analysis

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Journal article
AUTHOR: Cranfield, H.
TITLE: Assessment of the working capacity of the physically disabled person.
SOURCE: Occupational Therapy and Rehabilitation, 1947, 26, 128-135. (MDC-00070)
COMMENTS: Utilization of a physical capacities evaluation and job analysis approach is discussed in relation to determining what jobs the handicapped individual is able to perform from a physical standpoint and what jobs are in keeping with the individual's physical abilities.

KEY TERM: Job Analysis

NATURE AND TYPE OF CONTENT: Applied, general
AUDIENCE AND FORMAT: Trainee, trainer Text
AUTHOR: Granofsky, J.
TITLE: A manual for occupational therapists on prevocational exploration.
SOURCE: Dubuque, Iowa: Wm. C. Brown Book Company, 1959. (MDC-00097)
COMMENTS: A manual developed for occupational therapists to use as a basis for designing and using prevocational evaluation. The following areas are discussed: historical development, occupational therapist's role, methodology, assembly of data, job analysis, and construction of occupational tests. Included is a series of forms used in the course of prevocational evaluation, a bibliography that deals with problems related to prevocational evaluation, and a broader bibliography of techniques, procedures of job analysis, and selective placement pertinent to prevocational evaluation.

KEY TERM: Job Analysis

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Text
AUTHOR: Blackman, L. & Siperstein, G.
TITLE: Job analysis and the vocational evaluation of the mentally retarded.

SOURCE: Rehabilitation Literature, 1968, 29, 103-105. Also appears in R. Sankovsky, G. Arthur, & J. Mann (Comps.) Vocational evaluation and work adjustment: A book of readings. Auburn, Alabama: Auburn University, Alabama Rehabilitation Media Service, 1969. (MDC-00253)

COMMENTS: Notes the limitations in predicting vocational success for the mentally retarded by using standardized testing instruments. Discusses the merits of the work sample and particularly the job analysis technique as more direct and valid methods of measuring vocational potential.

KEY TERM: Job Analysis

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Journal article
AUTHOR: Gold, M.
TITLE: Preworkshop skills for the trainable: A sequential technique.
SOURCE: Education and Training of the Mentally Retarded, 1968, 3 (1), 31-37. (MDC-00606)
COMMENTS: A discussion of task analysis as a method for reduction of learning into its smallest component parts. Purpose is to prepare trainable mentally retarded for success in sheltered workshop activities by enabling the instructor to teach in small steps and to make possible the identification of specific problems when difficulty is encountered.

KEY TERM: Job Analysis

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Text
AUTHOR: Smith, R., Swack, S. & Uslan, S.
TITLE: Job/behavioral analysis manual.
SOURCE: Los Angeles: Mentec Corporation, 1972. (MDC-00748)
COMMENTS: A manual designed to aid supervisors in job training, particularly with the hardcore disadvantaged. Emphasis is upon job analysis as a means of matching trainee to the proper job, and job restructuring as a method by which low level, limited opportunity jobs can be restructured to provide additional responsibility and allow for further advancement. (Manpower Administration Contract 82-05-70-05)

KEY TERM: Job Analysis

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Text
AUTHOR: U.S. Department of Labor, Manpower Administration.
TITLE: Task analysis inventories: A method for collecting job information.
SOURCE: Washington, D. C.: Author, 1973. (MDC-00893)

COMMENTS: A method for collecting job information by using checklist inventories which identify significant tasks and worker requirements. Each inventory is a comprehensive list of the work activities in a designated occupational area. The user, after considering all the items, can determine those that are applicable. Data used to formulate inventories was obtained from job analysis studies, occupational literature, trade journals, professional associations, and private and government agencies.

KEY TERM: Job Analysis

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Journal article
AUTHOR: Menchel, J.
TITLE: Pre-vocational evaluation of the mentally retarded.
SOURCE: Vocational Guidance Quarterly, 1960, 8, 209-211. (MDC-00112)
COMMENTS: Presents three steps in the evaluation process for the mentally retarded adult: 1) establish minimum requirements for job performance, 2) determine attitudes, skills and information necessary for the client to perform the job, and 3) design a pre-vocational evaluation to achieve the first two objectives. Recommends an analytical method of job analysis as a necessary first step toward understanding the demands of a job on a disabled person.

KEY TERM: Job Analysis

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Journal article
AUTHOR: Plax, K. (Ed.)
TITLE: Task analysis procedures.
SOURCE: Research Bulletin, Jewish Employment and Vocational Service, 1972, 1 (2), 2-3. (MDC-00770)
COMMENTS: Describes the steps in task analysis procedures used at the Work Experience Center (WEC) of JEVS which are: 1) specify all components of the task, 2) identify the stimuli-cues for each part of the task, 3) demonstrate components in sequence in client trials, 4) reinforcement in task training, and 5) record keeping (exact).

KEY TERM: Job Analysis

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee Text
AUTHOR: Wilson, M.
TITLE: Job analysis for human resource management: A review of selected research and development.
SOURCE: Washington, D. C.: Manpower Management Institute, 1974. (MDC-01187)

COMMENTS: A literature review and discussion on four applications of job analysis - job restructuring, education and training program development, qualifications examining, and peformance evaluation. Bibliography of job analysis materials included (DOL 21-11-73-40, available from NTIS)

KEY TERM: Job Analysis

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainer, trainee Text
AUTHOR: Foley, J.
TITLE: Task analysis for job performance aids and related training.
SOURCE: Brocks Air Force Base, Texas: Air Force Human Resources Laboratory, 1973. (MDC-01197)
COMMENTS: Presents several aspects of task analyses for maintenance jobs when such analyses are used as a basis for the development of job performance aids and job-oriented training. Reviews job observation, questionnaire, interview, and hardware analysis as some means which are available for identification of job tasks.

KEY TERM: Job Analysis

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Text
AUTHOR: Fine, S. & Wiley, W.
TITLE: An introduction to functional job analysis.
SOURCE: Kalamazoo, Michigan: W. E. Upjohn Institute for Employment Research, 1971. (MDC-01223)
COMMENTS: Discusses functional job analysis in terms of the following: a) a conceptual system defining dimensions of work activity and thus a way of conceiving the world of work, b) an observational method and thus a way of looking at people at work, and c) method for evaluating the design of work and its performance. Describes methodology for application of functional job analysis.

KEY TERM: Job Analysis

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Journal article
AUTHOR: Mallik, K. & Sablowsky, R.
TITLE: Model for placement-job laboratory approach.
SOURCE: Journal of Rehabilitation, 1975, 41 (6), 14-20. (MDC-01293)
COMMENTS: Provides a description of the Job Development Laboratory at George Washington University. A system for matching severely disabled to appropriate jobs details the use of job analysis, evaluation of physical and mental functioning, use of bioengineering aids and other adaptive measures. Cost benefit analysis information included.

KEY TERM: Job Analysis

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Text
AUTHOR: Nelson, N.
TITLE: Technical training guide for physical demands analysis.
SOURCE: Washington, DC: The National Council on Aging, Inc., 1973. (MDC-01372)
COMMENTS: The purpose of this guide is to provide information needed to implement a method of job physical demands analysis. It was originally developed to be used in conjunction with the GULHEMP Scale which is a scale for measuring an aged worker's fitness for work. Included as topics are: purpose of job analysis, role of the physical demands analyst, using the physical demands work sheet, relation of the physical demands work sheet to the GULHEMP Scale, and relating job title, Dictionary of Occupational Titles, and the GULHEMP Scale.

KEY TERM: Job Analysis

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Text
AUTHOR: Washington State Department of Personnel.
TITLE: Task analysis handbook.
SOURCE: Olympia, Washington: Author, 1973. (MDC-01373)
COMMENTS: Explains methods and techniques used in task analysis and outlines a step-by-step procedure for writing task statements. Provides as aids in writing statements 1) an appendix which consists of worker function activity verbs as they relate to data, people, and things, and 2) scales for use in coding tasks for level of difficulty. Includes a section on applications and benefits to be gained from use of task analysis.

KEY TERM: Job Analysis

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainer, trainee Text
AUTHOR: Friedenberg, W. & Martin, A.
TITLE: Prevocational training using task analysis.
SOURCE: In A. Martin & R. Flexer, Three studies on training: Work skills and work adjustment with the severely retarded. Lubbock, Texas: Research and Training Center in Mental Retardation, 1975. (MDC-01413)
COMMENTS: The current study applied task analysis procedures to train students in the prevocational area of a sheltered workshop. The thesis that pay in some form or praise are the only reinforcers available for work was tested using a task with different reinforcing properties. Methodology and results are included.

KEY TERM: Job Analysis

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Journal article
AUTHOR: Hall, C.
TITLE: Job analysis applied to machinery modification.
SOURCE: Vocational Evaluation and Work Adjustment Bulletin, 1976, 9 (1), 26-33. (MDC-01399)
COMMENTS: Discusses the use of job analysis, and the information derived from it as a means of providing the vocational evaluator with a structure to modify a previously inaccessible job so that the handicapped person can function in it.

KEY TERM: Job Analysis

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Text
AUTHOR: Neidig, R., Hall, P & Baker, D.
TITLE: A job analysis technique for determining job tasks and performance skills.
SOURCE: Washington, DC: U.S. Civil Service Commission, Research and Development Center, 1977. (MDC-01963)
COMMENTS: This report describes a job analysis approach which has been operationally used by the U.S. Civil Service Commission. This approach could provide the job analyst with job information necessary for a content validity strategy. The technique places emphasis on identifying job skills by using job task statements. This approach works well with activities which plan to utilize the assessment center as a measurement tool, since the job analyst technique provides behaviorally based job analysis data. The report provides a step-by-step procedure explaining the job analysis technique and is designed for a user who does not have personnel measurement expertise.

KEY TERM: Job Analysis

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainer, trainee Text
AUTHOR: Mallik, K.
TITLE: Job analysis (or job task analysis).
SOURCE: Washington, DC: George Washington University, Job Development Laboratory, n.d. (MDC-02154)
COMMENTS: Explains the usefulness of and methods for gathering job analysis data.

KEY TERM: Job Analysis

NATURE AND TYPE OF CONTENT: Applied & Theoretical, specific
AUDIENCE AND FORMAT: Trainer, trainee Text
AUTHOR: Hackman, J., et al

TITLE: A new strategy for job enrichment.
SOURCE: New Haven, Connecticut: Yale University, Department of Administrative Sciences, 1974. (MDC-01144)
COMMENTS: A strategy for redesigning jobs to increase the work motivation and satisfaction of employees is described. Included is a discussion of theory on how to carry out and interpret a diagnosis of jobs prior to change, and specification of actual steps for job redesign. (NTIS AD 770-827)

KEY TERM: Job Analysis

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Text
AUTHOR: U.S. Department of Labor, Manpower Administration.
TITLE: Handbook for analyzing jobs.
SOURCE: Washington, DC: Author, 1972. (MDC-00779)
COMMENTS: A completely revised and updated 1972 Department of Labor publication which supersedes the Training and Reference Manual for Job Analysis published in 1965. Presents a new approach and structured procedure for conducting a job analysis. Through the concepts and techniques presented, current and comprehensive information about job and worker requirements for occupations can be obtained. Especially useful for evaluators who wish to have a guideline for obtaining detailed, specific information about jobs in order to develop evaluation procedures.

KEY TERM: Job Analysis

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainer, trainer Text
AUTHOR: Schneck, G.
TITLE: Job analysis: A self-study manual.
SOURCE: Menomonie, Wiconsin: University of Wisconsin-Stout, Research and Training Center, 1976. (MDC-01605)
COMMENTS: The purpose of this manual is to provide self-training in the use of job analysis, a U. S. Department of Labor developed procedure for obtaining specific information about a particular job. This includes what the job requires the worker to do, methods and techniques used to do the work, machines, tools, and equipment used, materials used, products manufactured, subject matter dealt with and services which result and traits required of the worker to perform in the job.

NATURE AND TYPE OF CONTENT: Applied, specific AUDIENCE AND FORMAT: Trainer, trainee Text AUTHOR: Fine, S., Holt, A. & Hutchinson, M.
TITLE: Functional job analysis: An annotated bibliography.
SOURCE: Kalamazoo, Michigan: The W. E. Upjohn Institute for Employment Research, 1975. (MDC-01292)
COMMENTS: An annotated bibliography of the literature which has been published on the subject of functional job analysis.

KEY TERM: Job Modification/Redesign

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Text
AUTHOR: Graden, H. (Ed.)
TITLE: Job and work site modifications: A rehabilitation counselor's handbook.
SOURCE: Athens, Georgia: University of Georgia, Department of Rehabilitation Counseling, Job Placement Project, 1975. (MDC-01409)
COMMENTS: Designed primarily for use by rehabilitation counselors, this document covers the following subject areas: importance of physical capacities evaluation, the physical capacity form, promoting job and work site modifications, job analysis applied to job and work site modifications, and introduction to job analysis, job and work site modification related to the disabled homemaker, and job and work site modifcation related to the homebound employee.

KEY TERM: Job Modification/Redesign

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Text
AUTHOR: U.S. Department of Labor, Manpower Administration.
TITLE: A handbook for job restructuring.
SOURCE: Washington, DC: U.S. Government Printing Office, 1970. (MDC-02033)
COMMENTS: This handbook was developed to provide a basic guide for use in restructuring job systems in order to utilize manpower resources more efficiently. Job restructuring, as defined in this document, is a special application of job analysis that involves the identification of jobs within the context of the system of which they are a part of the analysis and rearrangement of their tasks to achieve a desired purpose.

KEY TERM: Job Modification/Redesign

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Text
AUTHOR: Hackman, J. & Oldham, G.
TITLE: The job diagnostic survey: An instrument for the diagnosis of jobs and the evaluation of job redesign projects.
SOURCE: New Haven, Connecticut: Yale University, Department of Administrative Sciences, 1974. (MDC-01145)
COMMENTS: This report describes the Job Diagnostic Survey (JDS), an instrument designed to measure the following three classes of variables: 1) the objective characteristics of jobs, particularly the degree with which jobs are designed to enhance internal work motivation and job satisfaction of people who do them, 2) personal affective reactions of individuals to their job and the broader work setting, and 3) the readiness of

individuals to respond positively to "enriched" jobs. Supplementary instruments include a rating form for use in a) assessing "target" jobs, b) a short form of the JDS. (NTIS AD 779-828)

KEY TERM: Rehabilitation Process

NATURE AND TYPE OF CONTENT: Applied, general
AUDIENCE AND FORMAT: Trainee, trainer Text
AUTHOR: Hoffman, P.
TITLE: Work evaluation and work adjustment.
SOURCE: In P. Affleck, F. DeCapot, & J. Szufnarowski (Eds.), Proceedings of short term training institute on work adjustment-vocational evaluation services. Hyannis, Massachusetts: Associations of Sheltered Workshops and Homebound Programs, 1969. (MDC-00283)
COMMENTS: Discusses work evaluation and work adjustment as separate but related techniques. Defines vocational evaluation and work evaluation. Specific techniques of work evaluation and their advantages & disadvantages are presented including work samples, situational work, and job analysis. Psychometric testing merits and limitations are also included. Relates work task, work situation, and work environment to the concepts of work evaluation and work adjustment. Contains information on staffing and refers to the many types of individual vocational backgrounds and knowledges which may contribute to the evaluation process.

KEY TERM: Situational Assessment

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Text
AUTHOR: Dunn, D.
TITLE: Situational assessment: Models for the future.
SOURCE: Menomonie, Wisconsin: University of Wisconsin-Stout, Research and Training Center, 1973. (MDC-00841)
COMMENTS: A summary statement of the practice of situational assessment. The first section provides a brief overview of the topic and the second describes current practices and some of the attempts to develop a theoretical rationale for these practices. The third section examines future models for practice that could be realized through the application of existing technology. Specifically, job analysis techniques and behavior analysis techniques are examined in relation to their applications to situational assessment practice. The final section summarizes the implications for policy, programming, practice, and research.

KEY TERM: Work Sample Development

NATURE AND TYPE OF CONTENT: Applied & Theory, Specific
AUDIENCE AND FORMAT: Trainee, trainer Text
AUTHOR: Crouse, P.
TITLE: The development of work sampling at Morrison Center.
SOURCE: In May T. Morrison Center for Rehabilitation, Institute on work evaluation. San Francisco: Author, 1959. (MDC-00017)
COMMENTS: Discusses theory and development of work samples as an evaluation tool. Development of work sample manuals (which the author defines as a test kit) is discussed with sample of test kit included. Some discussion on norming of work samples.

KEY TERM: Work Sample Development

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Text
AUTHOR: Friend, E.
TITLE: The work sample in rehabilitation.
SOURCE: Paper presented at the Institute for the Crippled and Disabled Workshop for Agencies Using TOWER, New York, June, 1964. (MDC-00167)
COMMENTS: The following steps for developing work samples are outlined in detail: 1) define type of agency represented, 2) examine vocational services, 3) determine work population, 4) gather information on vocational evaluation unit, 5) learn agency's requirements and fiscal situation, 6) survey neighboring industries, 7) consult training instructors and determine long-term placement possibilities, 8) determine precise amount of money needed, 9) present data to proper authorities.

KEY TERM: Work Sample Development

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Journal article and text
AUTHOR: Sidwell, R., Ireland, K. & Kleckert, G.
TITLE: Use of actual job samples in prevocational and work evaluation units.
SOURCE: Rehabilitation Counseling Bulletin, 1962, 5, 17-22. Also appears in R. Sankovsky, G. Arthur, & J. Mann (Comps.), Vocational evaluation and work adjustment: A book of readings. Auburn, Alabama: Auburn University, Alabama Rehab Media Service, 1969. (MDC-00138)
COMMENTS: A report on the percentage amounts of use of actual job samples as prevocational tools in workshops, hospitals and rehabilitation centers. Contains information on evaluators' methods of determining areas for job sampling ,what types of tools, fixtures, etc. are used as materials for job samples.

KEY TERM: Work Sample Development

NATURE AND TYPE OF CONTENT: Applied, specific

AUDIENCE AND FORMAT: Trainee, trainer Text
AUTHOR: Vocational Guidance and Rehabilitation Services.
TITLE: Obtaining and using actual jobs samples.
SOURCE: Cleveland: Author, 1964. (MDC-00180)
COMMENTS: A summary of a final report of a project on obtaining and using actual job samples carried on at Vocational Guidance and Rehabilitation Services, Cleveland. Contains information on the following areas: survey of existing practices, selecting and securing job samples, installing job samples, job task trait analysis, job sample task instructions, norming process, reliability, validity, and follow-up results of clients evaluated with samples. (Full final report is annotated.)

KEY TERM: Work Sample Development

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Text
AUTHOR: Overs, R.
TITLE: Evaluation for work by job sample tasks.
SOURCE: Cleveland: Vocational Guidance and Rehabilitation Services, 1964. (MDC-00171)
COMMENTS: A manual designed for work evaluators and supervisors of work evaluation departments. Deals with some of the major trends and associated problems in the field. Discusses the theory of job samples and the conflict between quantitative appraisal and clinical appraisal in work evaluation. Presents the structure and function of a work evaluation department (includes diagrams and charts). Selection of job sample tasks and development of new job samples is discussed. The norming of job sample tasks is discussed along with time study, percentile ranks etc. Interpretation of scores and psycho-social relationships are noted. Glossary is appended.

KEY TERM: Work Sample Development

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Text
AUTHOR: Vocational Guidance and Rehabilitation Services.
TITLE: Obtaining and using actual job samples.
SOURCE: Cleveland: Author, 1964. (MDC-00179)
COMMENTS: A final report of a project on obtaining and using actual job samples carried on at Vocational Guidance and Rehabilitation Services, Cleveland. Reports on theory of job sample tasks, survey of existing practices regarding job samples, selection, procurement and installation of job sample tasks, job task trait analysis, job task descriptions and instructions, norming instructions, validity and reliability, characteristics of client.

KEY TERM: Work Sample Development

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Text
AUTHOR: Institute for the Crippled and Disabled.
TITLE: The job sample in vocational evaluation, final report.
SOURCE: New York: Author, 1967. (MDC-00231)
COMMENTS: A report on the development and validity of the TOWER system conducted by the Institute for the Crippled and Disabled, New York. Report contains origin of TOWER system, research design, factor analysis of predictors and intermediate criteria and the validity of the TOWER job sample, both for competitive employment and workshop performance. Appendices include results of study from information received from cooperating centers, and detailed statistical data.

KEY TERM: Work Sample Development

NATURE AND TYPE OF CONTENT: Applied & Theory, specific
AUDIENCE AND FORMAT: Trainee, trainer Text
AUTHOR: Overs, R. & Trotter, A. (Eds.)
TITLE: The theory of job sample tasks.
SOURCE: Milwaukee: Curative Workshop of Milwaukee, Milwaukee Media for Rehabilitation Research - Research Reports, No. 2, 1968. (MDC-00266)
COMMENTS: A basic orientation to the theory, development and current status of work samples. Discusses the following: the difference between actual job sample tasks and simulated job sample tasks, job task construction, assessment with paper and pencil tests, norming job samples, reliability of job samples, validity of job samples.

KEY TERM: Work Sample Development

NATURE AND TYPE OF CONTENT: Applied, general
AUDIENCE AND FORMAT: Trainee, trainer,d:: Text
AUTHOR: Springfield Goodwill Industries, Inc.
TITLE: Establishment of a vocational evaluation - work adjustment unit, final report.
SOURCE: Report of a research and demonstration project at Springfield Goodwill Industries. The purpose was to design evaluation procedures for the severely disabled, mentally retarded, and emotionally disturbed and present findings to enable personnel to efficiently plan and initiate work evaluation and work adjustment programs. Included is a description of the project, detailed descriptions of work samples utilized including sorting, etc. Also contains description of job training in shoe repair, small & large electrical appliance repair, TV repair, spray painting, etc. Outcomes and implications for the project are discussed in reference to clients served and value of established procedures.

KEY TERM: Work Sample Development

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Journal article
AUTHOR: Rosenberg, B.
TITLE: Industrial demands and evaluation.
SOURCE: Vocational Evaluation and Work Adjustment Bulletin, 1968, 1 (4), 7-10. (MDC-00267)
COMMENTS: Lack of proper work sample development which results in unsatisfactory work samples and thus invalid evaluation results is discussed. Emphasizes that industrial demands of actual work must be considered in the development of work samples.

KEY TERM: Work Sample Development

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainer, trainee Journal article
AUTHOR: Coffey, D.
TITLE: The Dictionary of Occupational Titles in work sample development.
SOURCE: Informational bulletin, Institute for Vocational Rehabilitation, Stout State University, 1969, 1 (6). (MDC-00300)
COMMENTS: Describes the Dictionary of Occupational Titles and discusses its utilization in the more scientific preparation and development of job samples.

KEY TERM: Work Sample Development

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Journal article
AUTHOR: Friend, E.
TITLE: Establishing an evaluation unit.
SOURCE: Vocational Evaluation and Work Adjustment Bulletin, 1969, 11 (1), 9-10. (MDC-00309)
COMMENTS: Discusses purposes of vocational evaluation, and states some general guidelines in the development of work samples.

KEY TERM: Work Sample Development

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Journal article
AUTHOR: Campion, J.
TITLE: Work sampling for personnel selection.
SOURCE: Experimental Publication System, 1970, 9, Manuscript No. 310-12. (MDC-00372)
COMMENTS: Supports use of work samples for personnel selection and prediction of future work behavior. Discusses the advantages of work samples over traditional methods (psychological testing) and development of work samples.

KEY TERM: Work Sample Development

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Journal article
AUTHOR: Coffey, D. & Hoffman, P.
TITLE: Developing "actual" work samples.
SOURCE: Information Bulletin, Institute for Vocational Rehabilitation, Stout State University, 1970, 2 (1). (MDC-00374)
COMMENTS: Defines "actual" work samples and procedures for development of such work samples.

KEY TERM: Work Sample Development

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Text
AUTHOR: Experimental Manpower Laboratory, Mobilization for Youth, Inc.
TITLE: The work sample: Reality-based assessment of vocational potential.
SOURCE: New York: Author, 1970. (MDC-00382)
COMMENTS: A manual covering three areas: A) development of work samples including suitability for job areas for sampling, types and methodology of work samples, job analysis and work sample design, B) establishment and operation of the vocational evaluation unit including layout, lighting, safety, administration-staff-client ratios, C) selection, training, and supervision of vocational evaluators including work sample mastery, working with clients, report writing, non-evaluative functions, and video tape applications.

KEY TERM: Work Sample Development

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Journal article
AUTHOR: Thurgood, K. & Peterson, R.
TITLE: A standardized approach to rating work samples.
SOURCE: In A. Sax (Ed.), Innovations in vocational evaluation and work adjustment. Vocational Evaluation and Work Adjustment Bulletin, 1972, 5 (4), 33-38. (MDC-00733)
COMMENTS: Description of a work sample rating scale developed to evaluate work samples and their manuals in the areas of normative data, time, cost, safety equipment and tools. Examples of response sheets included.

KEY TERM: Work Sample Development

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Text
AUTHOR: McHugh, P.
TITLE: New approaches in work sample utilization.

SOURCE: New York: The Experimental Manpower Laboratory at Mobilization for Youth, 1971. (MDC-00672)
COMMENTS: First section provides an overview of the work sample technique and includes evaluation of work samples, definition of work sample, work sample development, work sample validity, and purchase information on existing work sample systems. Section two deals with the identification of potential applications for the work sample technique in secondary schools, employment selection and classification, work samples as training system modifiers, work samples as simulated training devices, work samples as data for initial design of training programs, as measures of achievement sampling of job required skills, and as a tool for the industrial engineer.

KEY TERM: Work Sample Development

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainer, trainee Journal article
AUTHOR: Dunn, D.
TITLE: Estimating work sample development costs.
SOURCE: Consumer Brief, 1973, 1 (2). (MDC-00838)
COMMENTS: A report of a project in which participants provided cost related data in order to determine costs in work sample development. Table includes low, medium, and high costs on "non-equipment" work samples, and itemizes by hourly costs, man hours, personnel cost, materials, total direct cost, and indirect costs.

KEY TERM: Work Sample Development

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Text
AUTHOR: Munn, C.
TITLE: A human factors checklist for vocational evaluators.
SOURCE: Menomonie, Wisconsin: University of Wisconsin-Stout, Research and Training Center, 1972. (MDC-00773)
COMMENTS: Presents a 20-item checklist to be used by vocational evaluators in assessing the design of work samples and work stations in vocational evaluation. The items were developed from factors identified by methods engineers as being important to optimal levels of productivity. Use of the checklist as a procedure for identifying design or environmental impediments to optimal performance is illustrated.

KEY TERM: Work Sample Development

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Text
AUTHOR: Rosenberg, B.
TITLE: The work sample approach to vocational evaluation.

SOURCE: New York: Institute for the Crippled and Disabled, Rehabilitation and Research Center, Series No. 45, 1974. (MDC-01172)

COMMENTS: The following topics are discussed: emergence of the work sample approach, specific work sample approaches, the vocational evaluation process, vocational evaluation benefits to the client and the professional team, recommendations after vocational evaluation, the TOWER work sample approach, the development of work samples, format for writing the work sample, scoring criteria, and follow-up.

KEY TERM: Work Sample Development

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Text
AUTHOR: Thomas, S.
TITLE: Suggested format and content of a work sample manual.
SOURCE: Menomonie, Wisconsin: University of Wisconsin-Stout, Materials Development Center, 1974. (MDC-01180)

COMMENTS: Items to be included in a work sample manual are listed as follows: Title, assessment description, job listing, related jobs, validity, instructions to the evaluator including prerequisites, work sample conditions, administration equipment, setup and breakdown, administration including client orientation, instruction and demonstration, scoring including technique, tables, forms, description of norm group, norming method, and reliability, insights, construction including diagrams and photographs, materials list, and assembly instructions, and references.

KEY TERM: Work Sample Development

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Text
AUTHOR: Dunn, D. & Korn, T.
TITLE: The task matrix procedure (Interface Number 1).
SOURCE: Menomonie, Wisconsin: University of Wisconsin-Stout Research and Training Center, 1975. (MDC-01407)

COMMENTS: The purpose of this paper is to describe the task matrix procedure for determining the task content for work samples. Specifically, the task matrix procedure 1) allows work sample developers to produce work samples representative of several entry occupations in an occupational group in industry 2) makes use of published occupational analysis information contained in the Dictionary of Occupational Titles and 3) allows work sample developers to select the content of samples based upon the frequency of occurrence of tasks in entry-level occupations.

KEY TERM: Work Sample Development

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Text
AUTHOR: Minneapolis Rehabilitation Center.
TITLE: Work sample development manual.
SOURCE: Minneapolis, Minnesota: Author, n.d. (MDC-01516)
COMMENTS: This manual is designed as a resource for the development of work samples. Sections include a description and discussion of work samples, using the Dictionary of Occupational Titles as a guide for work sample development, utilization of the technique of job analysis, factors in work sample construction, an overview of the purpose and methods used for work sample standardization, and motion economy and the work place layout.

KEY TERM: Work Sample Development

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Text
AUTHOR: Shigley, R.
TITLE: Creating a worksample.
SOURCE: Asheville, North Carolina: Orthopedic Hospital and Rehabilitation Center, 1976. (MDC-01529)
COMMENTS: According to the author, the purpose of this publication is to provide the steps in creating a work sample. Part I details a method for performing a job analysis, Part II provides an example of a completed job analysis schedule, Part III is a practicum exercise for completing a job analysis schedule, Part IV includes examples of work samples from the TOWER and McDonald batteries, and Part V provides some basic steps in creating the work sample.

KEY TERM: Work Sample Development

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Text
AUTHOR: Korn, T. (Ed.)
TITLE: A work sample style guide (Interface Number 10).
SOURCE: Menomonie, Wisconsin: University of Wisconsin-Stout, Research and Training Center, 1976. (MDC-01583)
COMMENTS: The purpose of this monograph is to describe a Work Sample Style Guide sufficiently flexible to allow for development of multiple objective work samples as well as for alternative sample instruction modes. Steps involved in work sample development discussed are: determination of work sample need, determination of work sample intent, description of assessment task, development of a pilot work work sample, field trial and modification, development of technical support, and dissemination and usage by others.

KEY TERM: Work Sample Development

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Text
AUTHOR: Simmons, M. (Ed.)
TITLE: Big Bend resource book.
SOURCE: Panama City, Florida: Tom P. Haney Vocational Technical School, 1977. (MDC-01695)
COMMENTS: The first part of the manual contains instructions for the development of the following work samples: adding machine, alphabetical filing, ashtray, balancing board, check writing, copper tooling, inventory, leather collating, nameplate, nametag, picture frame, 100 piece puzzle, parts counterman, resistor identification test, and weight tolerance. The second part contains a variety of behavioral identification formats.

KEY TERM: Work Sample Development

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Text
AUTHOR: Materials Development Center.
TITLE: Work sample manual format.
SOURCE: Menomonie, Wisconsin: University of Wisconsin-Stout, Author, 1977. (MDC-01734)
COMMENTS: The Work Sample Manual Format is designed to help practitioners to write their own work sample manuals in a standardized format. Standard informational items which should be included in a work sample manual and which are detailed in this format include: introduction, instructions to the evaluator, administration, scoring, insights, developmental data, construction, bibliography, and an appendix. Examples are used throughout to illustrate points. Also included is a work sample manual organized according to the work sample manual format.

KEY TERM: Work Sample Development

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Paper
AUTHOR: Nadolsky, J.
TITLE: The use of work samples in the vocational evaluation process.
SOURCE: Paper presented at Workshop on Work Sample Systems, Auburn, Alabama, 1977. (MDC-01749)
COMMENTS: Analyzes the technology of vocational evaluation, especially as that technology relates to the philosophy and rationale which underlies the development and use of work samples. Encourages vocational evaluators to function as professional vocational evaluators, using their professional judgments rather than technicians tied to the technology of work sample systems. Finally emphasizes that vocational evaluators become more critical of existing systems of vocational evalution.

KEY TERM: Work Sample Development

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Text
AUTHOR: Fiks, A.
TITLE: Public assistance worker job trial.
SOURCE: Philadelphia, Pennsylvania: Jewish Employment and Vocational Service, Job Trials Research Center, 1976. (MDC-01773)
COMMENTS: The Public Assistance Worker Job Trial was developed for use as a personnel selection tool. This report outlines the steps taken to develop and construct Public Assistance Worker Job Trial. It also outlines the methodology used to validate the Job Trial and the results of the validation study. The aim was to develop and assess a highly job related personnel selection test battery that could be administered to inexperienced applicants for certain positions in departments of public welfare or unemployment offices. In taking a job trial, the applicant tries out the essentials of a job at a simplified level.

KEY TERM: Work Sample Development

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Text
AUTHOR: Brolin, J. (Ed.)
TITLE: North Carolina work sample notebook.
SOURCE: Auburn, Alabama: Auburn University, Region IV Rehabilitation Facility Training Program, 1978. (MDC-01968)
COMMENTS: The work samples in this notebook were designed by rehabilitation professionals from North Carolina during a training program conducted for vocational evaluators. Each work sample contains Dictionary of Occupational Titles information, list of equipment used, work sample set-up, task analysis, and time analysis.

COMPETENCY 19:

Production/Industrial Operations

DEFINITION:

Relates to skills or competencies which are needed to maintain a continuous production line. More generally, it relates to skills needed for maintenance of a work context under which the adjustment program is delivered to the client.

KEY TERMS:

Methods-Time-Measurement..... 19-2 - 19-5
Situational Assessment..... 19-6
Task Analysis..... 19-6 - 19-9
Work Productivity..... 19-9 - 19-15

KEY TERM: Methods-Time-Measurement

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Text
AUTHOR: Stroud, R.
TITLE: Work measurement in rehabilitation workshops.
SOURCE: College Park, Maryland: University of Maryland, Regional Rehabilitation Research Institute, Production-Management Publication Technical Series, Monograph 1, 1970. (MDC-00403)
COMMENTS: A discussion of work measurement (output or production). Included are methods of expressing production results, methods of setting production standards, and applications for work measurement. Also discusses work measurement in rehabilitation as an evaluation tool and a placement tool.

KEY TERM: Methods-Time-Measurement

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainer, trainee Text
AUTHOR: Stroud, R.
TITLE: Work measurement in rehabilitation workshops: Time study and predetermined motion time systems.
SOURCE: College Park, Maryland: University of Maryland, Regional Rehabilitation Research Institute, Production-Management Publication Technical Series, Monograph 2, 1970. (MDC-00404)
COMMENTS: Describes the techniques and procedures for the use of time study and predetermined motion time systems. The methods for the use of the time systems in the rehabilitation workshop are given. Various principles of methods engineering and motion economy are also presented.

KEY TERM: Methods-Time-Measurement

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Journal article
AUTHOR: Oswalt, J. & Parker, M.
TITLE: VR viewed by an industrial engineer.
SOURCE: Journal of Rehabilitation, 1971, 37 (2), 17-19. (MDC-00677)
COMMENTS: Describes different aspects of a sheltered workshop operation where an industrial engineer can be of service. Areas of particular importance discussed are: contract procurement, contract fulfillment with modification of techniques and architectural barriers, tool design, and standards and controls on quality of production.

KEY TERM: Methods-Time-Measurement

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Text
AUTHOR: Hume, B

TITLE: Assessment and objective measurement of work capacity of the severely physically disabled, based on predetermined time standards.
SOURCE: In R. Pacinelli (Ed.), Research Utilization in rehabilitation facilities. Washington DC: International Association of Rehabili- tation Facilities, 1971. (MDC-00646)
COMMENTS: Description of a system to measure the ability of the disabled to perform work motions and to perform sequences of these motions. The Modular Arranged Predetermined Time Standards (MODAPTS) is based on predetermined time standards. Describes equipment to measure forearm movements, finger movements, wrist movements, "put" and "get" movements, eye use and decision making, pronation-supination, and palmar grasp and pincer grip.

KEY TERM: Methods-Time-Measurement

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainer, trainee, Paper
AUTHOR: Todd, H., Chyatte, S. & Claxton, C.
TITLE: A comparison of individual performances of severely handicapped persons with that of normal industrial workers as established by predetermined time standards.
SOURCE: Unpublished paper, Emory University, Department of Physical Medicine, Atlanta, Georgia, 1975. (01458)
COMMENTS: The purpose of this study was to assess a group of severely handicapped workers by a) an accepted medical system of rating impairment, b) a predetermined time system, and c) by actual job performance in order to compare methods a) and b) as to their predictive accuracy in relation to c). An additional objective was to determine if a nonindustrial engineer (such as a vocation counselor) could be trained to perform the engineering based assessment b).

KEY TERM: Methods-Time-Measurement

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainer, trainee Paper
AUTHOR: Todd, H. & Chyatte, S. A.
TITLE: A system for contract bidding in sheltered workshops by application of predetermined time standards.
SOURCE: Paper presented at the Georgia Rehabilitation Facility, Contract Administrators Workshop, Atlanta, Georgia, August, 1976. (MDC-01602)
COMMENTS: This paper presents a description of the use of MTM-3 (a simplification of the original MTM method) in a workshop to verify costs on existing contracts and to develop a set of standards to be used by the contract administrator on future bidding. Completed MTM Element Analysis Summary Forms are included as examples.

KEY TERM: Methods-Time-Measurement

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Journal article
AUTHOR: Gortner, R.
TITLE: IE's help handicapped workers raise productivity.
SOURCE: Industrial Engineering, 1973, 5 (4), 10-15. (MDC-00851)
COMMENTS: A discussion of the use of a particular pre-determined time standard system, MODAPTS (Modular Arrangement of Predetermined Time Standards) as a means for setting realistic production standards for the handicapped in a sheltered workshop, and developing efficient work place layouts and methods.

KEY TERM: Methods-Time-Measurement

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainer, trainee Paper
AUTHOR: Todd, H. & Chyatte, S.
TITLE: A system for assessment of work sample norms in rehabilitation facilities by application of predetermined time standards.
SOURCE: Paper presented at Georgia Rehabilitation Facility Vocational Evaluation Workshop, Atlanta, Georgia, September, 1976. (MDC-01604)
COMMENTS: Explains how methods-time-measurement (MTM) can be used to establish standards of normal performance, improve existing work methods, and synthesize anticipated production. Also discusses more recently developed MTN methods such as MTM-2 and MTM-3. Provides examples of how MTM-3 was used on a number of work samples, resulting norms, and how those norms compared with the norms which had been originally developed for the work sample.

KEY TERM: Methods-Time-Measurement

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Paper
AUTHOR: Paulhe, G.
TITLE: Some applications of methods time-measurement in pre-vocational evaluation.
SOURCE: Paper presented to American Personnel and Guidance Association, Stanford, California, April, 1975. (MDC-00600)
COMMENTS: Defines methods-time-measurement as an industrial engineering procedure. Discusses the development of a battery of job samples which correspond to motion elements defined by MTM. Research implications for estimating the amount of "effort" an individual client applies to a job-sample test are given. Information which can be estimated includes the client's maximum sensory-motor capacity, general vitality, bi-manual co-ordination, adaptability, and skill.

KEY TERM: Methods-Time-Measurement

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Text
AUTHOR: Iverson, S.
TITLE: Time study techniques.
SOURCE: Salt Lake City, Utah: Columbus Community Center, 1978. (MDC-02101)
COMMENTS: This manual provides instruction in time study techniques. Uses of time study information include the following: that wages being paid to clients are commensurate with local wages, and to modify and breakdown a particular job into several tasks.

KEY TERM: Methods-Time-Measurement

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Journal article
AUTHOR: Valpar-Spective.
TITLE: Methods time measurement - another tool for the VCWS practitioner.
SOURCE: Valpar-Spective, 1977, 2 (1), 5-6. (MDC-01748)
COMMENTS: Describes methods time measurement as a norming procedure and particularly as it applies to use with the Valpar Component Work Sample Series. MTM is defined as "a procedure which analyzes any manual operation or method into the basic motions required to perform it and assigns to each motion a predetermined time standard which is determined by the nature of the motion and the conditions under which it is made."

KEY TERM: Methods-Time-Measurement

NATURE AND TYPE OF CONTENT: Applied, general
AUDIENCE AND FORMAT: Trainee, trainer Text
AUTHOR: Gold, M.
TITLE: Research on the vocational habilitation of the retarded: The present, the future.
SOURCE: In N. Ellis (Ed.), International review of research in mental retardation. New York: Academic Press, 1973, 97-147. (MDC-00850)
COMMENTS: A description of the present status of research on the vocational habilitation of the retarded. Includes a history of the sheltered workshop movement in relation to the mentally retarded client and a review of the literature on prediction and evaluation as it applies to intelligence tests, manual dexterity tests, and work sample tasks. A description of experiments to modify rates of existing behavior in work settings is also included. Benefits of industrial engineering including job design, job enlargement, and Methods-Time-Measurement is discussed.

KEY TERM: Situational Assessment

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Journal article
AUTHOR: Friedman, S. & Neff, W.
TITLE: Use of a simulated work environment in vocational rehabilitation.
SOURCE: Employment Security Review, 1957, 14 (9), 8-11. (MDC-00079)
COMMENTS: Presents purpose and design of the Vocational Adjustment and Evaluation Center of the Jewish Vocational Service of Chicago. Discusses the importance of the simulation of a true work atmosphere.

KEY TERM: Task Analysis

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainer, trainee Journal article
AUTHOR: Bynum, R
TITLE: Organizing the vocational evaluation process in contract work facilities.
SOURCE: Vocational Evaluation and Work Adjustment Bulletin, 1974, 7 (4), 30-40. (MDC-01118)
COMMENTS: Explains use of a) the Job Sequence Chart, which is a method for analyzing and delineating work tasks involved in the completion or fabrication of a given object, and b) the Job Complexity Chart, which is a method for arranging tasks in the order of their complexity. Both of the above may be used to assist the vocational evaluator in organizing an assessment process within a "contract work" setting.

KEY TERM: Task Analysis

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Text
AUTHOR: U.S. Department of Labor, Manpower Administration.
TITLE: Task analysis inventories: A method for collecting job information.
SOURCE: Washington, DC: Author, 1973. (MDC-00893)
COMMENTS: A method for collecting job information by using checklist inventories which identify significant tasks and worker requirements. Each inventory is a comprehensive list of the work activities in a designated occupational area. The user, after considering all the items, can determine those that are applicable. Data used to formulate inventories was obtained from job analysis studies, occupational literature, trade journals, professional associations, and private and government agencies.

KEY TERM: Task Analysis

NATURE AND TYPE OF CONTENT: Applied, general
AUDIENCE AND FORMAT: Trainee, trainer Text
AUTHOR: Foley, J.
TITLE: Task analysis for job performance aids and related training.
SOURCE: Brooks Air Force Base, Texas: Air Force Human Resources Laboratory, 1973. (MDC-01197)
COMMENTS: Presents several aspects of task analyses for maintenance jobs when such analyses are used as a basis for the development of job performance aids and job-oriented training. Reviews job observation, questionnaire, interview, and hardware analysis as some means which are available for identification of job tasks.

KEY TERM: Task Analysis

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Journal article
AUTHOR: Friedenberg, W. & Martin, A.
TITLE: Prevocational training of the severely retarded using task analysis.
SOURCE: Mental Retardation, 1977, 15 (2), 16-20.
COMMENTS: Two severely retarded students were trained on a task requiring multiple, multidimensional discrimination. Two procedures were subjected to task analysis and training procedures for each were devised. Production tests suggested that tangible reinforcement may be a necessary ingredient in maintaining low-error performance with an inherently non-reinforcing task.

KEY TERM: Task Analysis

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Journal article
AUTHOR: Plax, K. (Ed.)
TITLE: Task analysis procedures.
SOURCE: Research Bulletin, Jewish Employment and Vocational Service, 1972, 1 (2), 2-3. (MDC-00770)
COMMENTS: Describes the steps in task analysis procedures used at the Work Experience Center (WEC) of JEVS which are: 1) specify all components of the task, 2) identify the stimuli-cues for each part of the task, 3) demonstrate components in sequence in client trials, 4) reinforcement in task training, and 5) record keeping (exact).

KEY TERM: Task Analysis

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainer, trainee Text
AUTHOR: Fine, S. & Wiley, W.
TITLE: An introduction to functional job analysis.
SOURCE: Kalamazoo, Michigan: W. E. Upjohn Institute for Employment Research, 1971. (MDC-01223)

COMMENTS: Discusses functional job analysis in terms of the following: a) a conceptual system defining dimensions of work activity and thus a way of conceiving the world of work, b) an observational method and thus a way of looking at people at work, and c) method for evaluating the design of work and its performance. Describes methodology for application of functional job analysis.

KEY TERM: Task Analysis

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainer, trainee Text
AUTHOR: Washington State Department of Personnel
TITLE: Task analysis handbook
SOURCE: Olympia, Washington: Author, 1973. (MDC-01373)
COMMENTS: Explains methods and techniques used in task analysis and outlines a step-by-step procedure for writing task statements. Provides as aids in writing statements 1) an appendix which consists of worker function activity verbs as they relate to data, people, and things, and 2) scales for use in coding tasks for level of difficulty. Includes a section on applications and benefits to be gained from use of task analysis.

KEY TERM: Task Analysis

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Text
AUTHOR: Bellamy, G., Horner, R. & Inman, D.
TITLE: Vocational habilitation of severely retarded adults.
SOURCE: Baltimore, Maryland: University Park Press, 1979. (MDC-02217)
COMMENTS: Describes and illustrates procedures for vocational habilitation of severely retarded adults. Presents procedural guidelines for task design and analysis, vocational training, (teaching difficult steps, chain training, generalization of stimulus control to the natural work setting), production supervision (production environment increasing and maintaining work rate and changing work behavior.

KEY TERM: Task Analysis

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Text
AUTHOR: Friedenberg, W. & Martin, A.
TITLE: Prevocational training using task analysis.
SOURCE: In A. Martin & R. Flexer, Three studies on training: Work skills and work adjustment with the severely retarded. Lubbock, Texas: Texas Technical University, Research and Training Center in Mental Retardation, 1975, 49-65. (MDC-01413)

COMMENTS: The current study applied task procedures to train students in the prevocational area of a sheltered workshop. The thesis that pay in some form or praise are the only reinforcers available for work was tested using a task with different reinforcing properties. Methodology and results are included.

KEY TERM: Work Productivity

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Journal article
AUTHOR: Ayres, A.
TITLE: A pilot study on the relationship between work habits and workshop production.
SOURCE: The American Journal of Occupational Therapy, 1955, 9 (6), 264-267. (MDC-00075)
COMMENTS: A study designed to determine the relationship between work habits of cerebral palsied clients and their workshop production. Results of correlation between dexterity and production included.

KEY TERM: Work Productivity

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Journal article
AUTHOR: Ladas, P.
TITLE: Worksample learning rates of the mentally retarded trainee as indicators of production in a work-training center.
SOURCE: Personnel and Guidance Journal, 1961, 39, 396-402. (MDC-00130)
COMMENTS: Description of a study developed to examine the degree to which learning performance within the evaluation setting can predict the productivity of the mentally retarded client in a work training center. Work samples utilized are described and statistical results are included.

KEY TERM: Work Productivity

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Journal article
AUTHOR: Cohn, M. & Close, D.
TITLE: Retarded adults' discrete work performance in a sheltered workshop as a function of overall productivity and motivation.
SOURCE: American Journal of Mental Deficiency, 1975, 79 (5), 526-529. (MDC-01249)
COMMENTS: Production times of retarded adults in a sheltered workshop were analyzed in terms of actual time working as opposed to actual time not working and under conditions of standard and high motivation. High motivation weakened this effect. Results are discussed in terms of cognitive vs. motivational interpretations of individual differences in work performance.

KEY TERM: Work Productivity

NATURE AND TYPE OF CONTENT: Applied, general
AUDIENCE AND FORMAT: Trainee, trainer Journal article
AUTHOR: Elkin, L.
TITLE: Predicting productivity of trainable retardates on experimental workshop tasks.
SOURCE: American Journal of Mental Deficiency, 1967, 71 (4), 576-580. (MDC-00224)
COMMENTS: Describes a study of the performance of institutionalized trainable retarded adults at Saskatchewan Training School on four experimental tasks - color sorting, form sorting, hand assembly, and tool assembly. The purpose of the study was to examine three facets of employability prediction - objectifying criteria for measuring success on the job, predicting work potential of institutionalized trainable retardates, and estimating predictive value of work samples. Research findings are included and are given separately on male and female participants.

KEY TERM: Work Productivity

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Journal article
AUTHOR: Chaffin, J.
TITLE: Production rate as a variable in the job success or failure of educable mentally retarded adolescents.
SOURCE: Exceptional Children, 1969, 35, 533-538. (MDC-00297)
COMMENTS: Discussion of a study conducted in two school districts in Kansas with educable retarded high school students in work sample experiences. Study investigated the importance of production rate of mentally retarded clients as an influencing factor in their employment success. Two separate experiments were conducted in the study, the first to compare production rates of ten pairs of clients (ten successful and ten unsuccessful). The second experiment involved increasing production rate of the unsuccessful group and decreasing production rate of successful clients.

KEY TERM: Work Productivity

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee Journal article
AUTHOR: Brown, L. & Pearce, E.
TITLE: Increasing the production rates of trainable retarded students in public school simulated workshop.
SOURCE: Education and Training of the Mentally Retarded, 1970, 5, 15-22. (MDC-00489)
COMMENTS: The results of a two-part study involving two different groups of clients. The goal for one group of five emotionally disturbed students in a public school prevocational class was

to increase their production rate of stuffing envelopes. These same students were then used as models to increase the production rates of three trainable level retarded students. Methods, results, and discussion of each part of the study are presented as well as graphs which plot the results of the studies.

KEY TERM: Work Productivity

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Journal article
AUTHOR: Tate, B. & Baroff, G.
TITLE: Training the mentally retarded in the production of a complex product: A demonstration of work potential.
SOURCE: Exceptional Children, 1967, 33 (6), 405-408. (MDC-00477)
COMMENTS: A discussion of a project at Murdoch Center for Mental Retardation, Butner, North Carolina, in which the trainees built relay panels for industry and were observed in the area of work potential. The product, the workers, and the techniques of the workshop are dealt with.

KEY TERM: Work Productivity

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Journal article
AUTHOR: DeRoo, W. & Haralson, H.
TITLE: Increasing workshop production through self-visualization on videotape.
SOURCE: Mental Retardation, 1971, 9 (4), 22-25. (MDC-00589)
COMMENTS: Description of a study in which self-visualization of mentally retarded client's work behavior via videotape was used as a means of increasing workshop production. The task and materials used, experimental and control treatment, procedure, and results are delineated. Statistical tables indicate the production gains of both the control and experimental groups.

KEY TERM: Work Productivity

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Unpublished paper
AUTHOR: Butterwick, J.
TITLE: The effect of video-counseling on the work productivity of sheltered workshop clients.
SOURCE: Unpublished masters thesis, Mankato State College, Mankato, Minnesota, 1970. (MDC-00422)
COMMENTS: A study to determine the effect of "videotape counseling" on the productivity level of mentally retarded sheltered workshop clients. Study also attempted to determine changes, if any, in personal- social behavior as a result of clients seeing themselves on video- tape. The gathering of data relative to

the work productivity levels and work personality characteristics was accomplished by the administration of a bolt, nut, washer work sample, and a Work- Personality Rating Scale to the sixteen sheltered workshop clients prior to and after the study. Presents findings and conclusions of the study.

KEY TERM: Work Productivity

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Journal article
AUTHOR: Hunt, J. & Zimmerman, J.
TITLE: Stimulating productivity in a simulated sheltered workshop setting.
SOURCE: American Journal of Mental Deficiency, 1969, 74, 43-49. (MDC-00442)
COMMENTS: A method for stimulating productivity of mentally retarded patients in a simulated workshop setting is reported upon. Discusses the effects of bonus awards as reinforcers. Reviews significant studies in productivity increase through reinforcement.

KEY TERM: Work Productivity

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Journal article
AUTHOR: Evans, G. & Spradlin, J.
TITLE: Incentives and instructions as controlling variables of productivity.
SOURCE: American Journal of Mental Deficiency, 1966, 71, 129-132. (MDC-00586)
COMMENTS: Purpose of the study conducted Parsons State Hospital and Training Center was to isolate variables controlling productivity of institutionalized, mildly retarded males. The piece-rate plan and salary plan were used as incentives along with verbal instructions.

KEY TERM: Work Productivity

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Text
AUTHOR: Nsa, N. & Flexer, R.
TITLE: Stimulating self initiated work behavior and the effects of different reinforcers on productivity.
SOURCE: In A. Martin & R. Flexer, Three studies on training: Work skills and work adjustment with the severely retarded, Lubbock, Texas: Texas Technical University, Research and Training Center in Mental Retardation, 1975, 31-47. (MDC-01412)
COMMENTS: The present study was designed to stimulate self-initiated work behaviors in a repetitive task. Self-initiated work behavior

is defined as the student's ability to initiate cycles in a repetitive task, without prompting from the trainer. Methodology and results of study are included, along with a brief review of the literature on work behavior of the retarded.

KEY TERM: Work Productivity

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Journal article
AUTHOR: Ortega, D., Schultz, J. & Sanders, R.
TITLE: The use of social reinforcement to increase productivity and develop self-monitoring skills in a mentally retarded assembly-line worker.
SOURCE: Vocational Evaluation and Work Adjustment Bulletin, 1976, 9 (3), 8-13. (MDC-01537)
COMMENTS: The purpose the experiment was to teach a mentally retarded assembly-line worker to record (self-monitor) his own productivity and to use a combination of social reinforcement from staff and pay raises contingent upon work rate to increase productivity.

KEY TERM: Work Productivity

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Text
AUTHOR: Wehman, P., et al.
TITLE: Stimulating productivity in two profoundly retarded workers through mixed reinforcement contingencies.
SOURCE: In O. Karan, et al., Habilitation practices with the severely developmentally disabled. Madison, WI: University of Wisconsin- Madison, Regional Rehabilitation Research and Training Center in Mental Retardation, 1976, 60-68. (MDC-01637)
COMMENTS: The purpose of the study is to demonstrate the development of increased work rates in two institutionalized profoundly retarded workers. Different reinforcement schedules and training in work skills which were marketable in the local community were used with each worker.

KEY TERM: Work Productivity

NATURE AND TYPE OF CONTENT: Applied, general
AUDIENCE AND FORMAT: Trainer, trainee Journal article
AUTHOR: Gold, M.
TITLE: Factors affecting production by the retarded: Base rate.
SOURCE: Mental Retardation, 1973, 11 (6), 41-45. (MDC-00849)
COMMENTS: Report of a project to study factors affecting production by the mentally retarded. Suggests that the mentally retarded are capable of producing quantitatively and qualitatively at a

level above current expectations. Current evaluation systems (i.e., TOWER, Philadelphia JEVS) are characterized as limiting and misleading.

KEY TERM: Work Productivity

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainer, trainee Journal article
AUTHOR: Brown, L., et al.
TITLE: Increasing individual and assembly line production rates of retarded students.
SOURCE: Training School Bulletin, 1971, 67, 206-213. (MDC-00688)
COMMENTS: A demonstration involving six trainable level students whose work arrangements and reinforcements on an envelope stuffing assignment were manipulated to determine the ability to increase productivity on both an individual and assembly line basis. Verbal and tangible reinforcements were used independently and in combination. Results and implications for future use are discussed.

KEY TERM: Work Productivity

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainer, trainee Paper
AUTHOR: Brown, L., et al.
TITLE: Effects of consequences on production rates of trainable retarded and severely emotionally disturbed students in a public school workshop.
SOURCE: Unpublished paper, University of Wisconsin, 1971. (MDC-00689)
COMMENTS: Report of a public school prevocational demonstration project designed to increase the collating production rates of trainable retarded and severely emotionally disturbed students to a competitive production level. Charts were used as visual reinforcers to increase production. Results and a discussion of each client's performance are presented in detail.

KEY TERM: Work Productivity

NATURE AND TYPE OF CONTENT: Applied, specific
AUDIENCE AND FORMAT: Trainee, trainer Text
AUTHOR: White, S. & Kennedy, K.
TITLE: Improving the work productivity of a mentally retarded woman in a city restaurant.
SOURCE: Vocational Training and Placement of Severely Disabled Persons, Project Employability, Vol. 2, 1980. (MDC-00214)
COMMENTS: Believes that if mentally retarded individuals are to be maintained in competitive jobs, they will frequently require specialized programs delivered at the job site. Stresses the importance of individualized program, directly prescribed for the worker's problem. This paper presents a case study which

describes such a program. The woman who participated had no work history of competitive employment and was not considered employable by her rehabilitation counselor. In order for her to maintain her job, it was necessary to implement a program at the job site. The methods used and the results obtained are reviewed.

TRAINING NEEDS INVENTORIES

The Vocational/Work Adjustment Training Needs Inventories (TNI) contained in this section can be used to obtain a quick overview of training needs and priorities among the 19 competencies or obtain a detailed summary of perceived importance and need relative to the original 65 skill, ability and aptitude statements. They may be used by practitioners, educators or administrators in planning for curriculum development, training design, training needs analysis or in selection of appropriate training resources. The two instruments are logical adaptations of the questionnaire used to identify the original competencies. The two forms may be used separately or jointly. They can be reproduced for educational uses.

The TNI is available in two forms. Form A, Training Priorities, is designed for use by practitioners and administrators in Vocational/Work Adjustment Programs. It can be used to estimate their own priorities, or those of their staff, among the 19 competencies and subsequently plan for needed training to adequately develop less well developed competencies. Form B, Role and Needs Analysis, is designed for the rehabilitation practitioner, educator, and trainer to obtain a more detailed profile of the individual's overall training needs, training priorities, and specific skill, ability and aptitude deficits. A scoring procedure is provided to estimate perceived importance, level of development, and training priority for each competency. By either scoring responses to it or relying only on the pattern of responses shown on the form, the individual or educator is aided in their selection of appropriate training resources or programs and in judging whether those resources have met their training needs.

VOCATIONAL/WORK ADJUSTMENT TRAINING NEEDS INVENTORY

FORM A

TRAINING PRIORITIES

January 1984

Fredrick E. Menz, Ph.D.

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Stout Vocational Rehabilitation Institute
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The Vocational/Work Adjustment Training Needs Inventory (TNI) was designed to help practitioners and administrators clarify and set priorities among the training needs of rehabilitation personnel engaged in Adjustment. The TNI is founded upon the nationwide research the Research and Training Center conducted to identify the professional competencies of the Adjustment Specialist. (See Ellien, Menz & Coffey, 1979; Menz, 1979, 1980, 1981a, 1981b; Menz & Ellien, 1979)

The Training Priorities form of the Training Needs Inventory (TNI/TP) was designed for administrators and practitioners to quickly identify and set priorities among their training needs. This overview should provide a basis for selecting training resources which will most efficiently meet needs. You will find that you can use the TNI/TP to identify and set priorities among your present needs and also identify long-term training needs which might be planned for your agency's service personnel.

As you complete the TNI/TP, you should consider what it is that you expect you/your staff to do in adjustment, the goals and various processes of your adjustment program, the more pervasive goals of the agency, the clients whom your agency serves, and your future plans for the agency. First, you will consider "how important" it is for you/your staff to have an adequate knowledge or skill in the areas tapped by the competency if you or they are to be effective with clients. Next, you will consider "how well developed" are skills, abilities and knowledges in each area. Finally, you will identify fundamental "priority training needs."

Once you have carefully completed the TNI/TP, you will have (1) clarified the skills, abilities and knowledges you expect to possess if you/your staff are to provide quality services to your agency's clients; (2) identified those areas where you/your staff have adequately and inadequately developed skills, abilities and knowledges; and (3) set priorities among the training needs for you/your staff.

INSTRUCTIONS

Your first step is to estimate the <u>importance</u> each of the professional competencies has for you/your staff to be effective with clients. You are basically answering the question of "How important is it for you/my staff to have well developed knowledges or skills in these areas?" Read each statement and record one of the following numbers in the box provided in the first column.

1 = Is absolutely unessential
2 = Is probably unessential
3 = Is useful in some specific circumstances
4 = Is probably essential
5 = Is absolutely essential

After you have established the importance of each competency for your staff, you now must estimate <u>how well developed</u> you/your staff's skills or knowledges are with respect to those competencies which are important. Reread each statement you rated 3, 4, or 5 in importance and use the following scale to rate development.

1 = Is exceptionally well developed
2 = Is well developed
3 = Could use some upgrading or renewal
4 = Is very inadequately developed
5 = Is particularly lacking or nonexistent

Your last step is to set your training priorities among the competencies which you consider most essential for you/your staff and for which they are most in need of development. Again reread those competencies rated as 3, 4, or 5 in the first two columns and set your priorities in the last column using the following scale.

0 = No need
1 = Long-term developmental need
2 = Immediate need

PROFESSIONAL COMPETENCIES	How important is it?	How well developed is it?	TRAINING PRIORITY
CLIENT SUPERVISION relates to use of appropriate techniques for supervising clients while providing services to them	☐	☐	☐
PRODUCTION/INDUSTRIAL OPERATIONS relates to skills or competencies which are needed to maintain a continuous production line. More generally, it relates to skills needed for maintenance of a work context under which the adjustment program is delivered to the client.	☐	☐	☐
STAFF SUPERVISION relates to maintenance of a professional work adjustment staff through use of appropriate supervision and in-service training	☐	☐	☐
PROFESSIONAL COMMUNICATIONS/PAPER WORK relates to activities of translating the facilities role and case findings on a client to significant persons involved in the clients rehabilitation	☐	☐	☐
VOCATIONAL EVALUATION AS A PROCESS relates to the tasks involved in selecting, administering, and interpreting the findings from tests, work samples, and other technologies used to evaluate the client	☐	☐	☐
JOB ANALYSIS AND DEVELOPMENT/MODIFICATION relates to development (or modification) of work tasks and work samples to be used in the evaluation of clients based upon analyses of the components of a particular job	☐	☐	☐
VOCATIONAL EVALUATION TECHNOLOGIES relates toa fundamental knowledge of tools, techniques and instruments that are available and can be used for diagnosis and evaluation of clients .	☐	☐	☐
INDIVIDUALIZED CLIENT PROGRAMMING relates to the activities of the specialist undertaken to collate relevant information about an individual client, to select appropriate methods for observing and monitorieng a client, and to implement an appropriate adjustment program which includes both relevant persons and procedures	☐	☐	☐
GENERAL CLIENT PROGRAMMING relates to activities and technologies for developing and implementing a general adjustment service which optimizes referral and community resources (i.e., other services, other persons significant to the client) and adjustment technologies	☐	☐	☐

PROFESSIONAL COMPETENCIES	How important is it?	How well developed is it?	TRAINING PRIORITY
BEHAVIOR MODIFICATION/CHANGE relates to an operational understanding of how to devise, implement, and monitor processes for changing or adjusting client behaviors	☐	☐	☐
SPECIFIC MARKETABLE SKILLS AND WORK HABITS relates primarily to teaching/training the client in both a specific skill and the behavioral habits required to obtain and work at a job which that specific skill would demand . . .	☐	☐	☐
GENERAL/BASIC EMPLOYMENT ACQUISITION SKILLS relates to activities (teaching/training) directed at developing a minimal level of competence in the client with respect to general (task specific and social) work behaviors, basic educational skills, and job seeking skills	☐	☐	☐
PERSONAL-SOCIAL DEVELOPMENT relates to activities of counseling/instruction (including group and individual) which are directed at providing skills or effective adjustment of skills in the social-personal areas needed for survival in the non-vocational, as well as the vocational world of the client	☐	☐	☐
TEACHING?TRAINING TECHNOLOGIES relates to activities for development and implementation of learning experiences (materials, teaching techniques, work and academic settings) which are congruent with the client abilities so that client academic/educational skills are brought up to a minimal level. These activities include the selection, modification and/or development of materials and identification of experiences which can be most effectively used to teach skills and habits	☐	☐	☐
PRINCIPLES OF HUMAN BEHAVIOR/BEHAVIOR CHANGE relates to having adequate theoretical foundations in learning, personality, individual and group behavior, adjustment and disabilities, and the technologies for introducing new behaviors or changing old behaviors	☐	☐	☐
DISABILITY/TARGET GROUP CHARACTERISTICS relates to a general understanding of disabilities and minority/disadvantagement problems (sexual, social, personal, economic), differences and the implications these have for client vocational adjustment	☐	☐	☐

Annotated

PROFESSIONAL COMPETENCIES	How important is it?	How well developed is it?	TRAINING PRIORITY
REHABILITATION AS A PROCESS relates to the theoretical foundations of adjustment, vocational, and personality development, the impact of disability on rehabilitation, and the general state vocational rehabilitation program	☐	☐	☐
EMPLOYMENT OPPORTUNITIES AND CLIENT PLACEMENT relates to developing job markets for clients and the wide range of pre and post placement activities needed to insure adequate client adjustment on the job once placement is accomplished	☐	☐	☐
VOCATIONAL INFORMATION AND RESOURCES relates to having a background of information and resources regarding jobs and occupations. This background information is both general and specific to the community in which the program is offered	☐	☐	☐

Bibliography

VOCATIONAL/WORK ADJUSTMENT TRAINING NEEDS INVENTORY

FORM B

ROLE AND NEEDS ANALYSIS

January 1984

Fredrick E. Menz, Ph.D.

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The Vocational/Work Adjustment Training Needs Inventory (TNI) was designed to help practitioners and administrators clarify and set priorities among the training needs of rehabilitation personnel engaged in Adjustment. The TNI is founded upon the nationwide research the Research and Training Center conducted to identify the professional competencies of the Adjustment Specialist. (See Ellien, Menz & Coffey, 1979; Menz, 1979, 1980, 1981a, 1982b; Menz & Ellien, 1979)

The Role and Needs Analysis form (TNI/RNA) was designed to help you the practitioner identify your particular training needs in Vocational/Work Adjustment. This is expected to help you select the most appropriate training program and determine whether your needs are being met in the training. You will find that you can use the TNI/RNA to identify your present training needs or to plan the sequence of training you will need in order to attain your own professional goals. A by-product of your completion of the TNI/RNA will be that you will have also provided yourself a visual characterization of your present job (or long term professional job goal) in terms of the specific skills, abilities, and knowledges which are vital for an adjustment professional to be fully effective.

As you go about completing the TNI/RNA, keep in mind what it is that you do in your present job in adjustment (or the job you plan to attain), the goals and programs of your agency, the clients you work with, and your career goals. First, consider each competency statement in terms of "how important" it is for you to have an adequate knowledge or skill if you are to be effective with your clients. Next, consider "how well developed" are your skills, abilities or knowledges. Finally, identify the specific skills, abilities and knowledges which are your "priority training needs."

INSTRUCTIONS

Your first step is to estimate the <u>importance</u> each of the 65 skills, abilities or knowledges has in your professional role. Using the following key, you are completing a statement in the form "My ability 'to administer tests' is (how essential?) to being effective with my clients." Read each statement and record the appropriate number in the box provided.

1 = Is absolutely unessential
2 = Is probably unessential
3 = Is useful in some specific circumstances
4 = Is probably essential
5 = Is absolutely essential

After you have rated each statement in terms of it's importance, estimate how adequately developed your skill, ability or knowledge is with respect to each of those you considered useful or essential (i.e., rated 3, 4, or 5). Use the following codes to represent your <u>level of development</u> and record your rating in the appropriate box in the second column.

1 = Is exceptionally well developed
2 = Is well developed
3 = Is in need of upgrading or renewal
4 = Is very inadequately developed
5 = Is particularly lacking or nonexistent

Now that you have identified those essential skills, abilities and knowledges which are inadequately developed (3, 4, or 5), which of these do you need immediate training to be more effective in your current role or would

help you to be more effective in the long-term. Use the following scale to indicate your training priorities. Rate only those which have a 3, 4, or 5 in the first two columns.

0 = No need
1 = Long-term developmental need
2 = Immediate need

Annotated

THEORETICAL BACKGROUND "My knowledge of or background in..."	How important is it?	How well developed is it?	TRAINING PRIORITY	RELATED COMPETENCY
Work Adjustment theories.	☐	☐	☐	7, 10
The state vocational rehabilitation process	☐	☐	☐	7, 10
Personality growth and development theories and psychological principles.	☐	☐	☐	7
Vocational development.	☐	☐	☐	7
Use of total environment to change behaviors (Milieu Therapy).	☐	☐	☐	7, 10
Disabilities and implications for vocational rehabilitation.	☐	☐	☐	7, 12
Probable client problems in economic and social areas.	☐	☐	☐	12
Human sexuality including sexuality of disabled people	☐	☐	☐	12
Issues and problems of minority cultures. .	☐	☐	☐	10, 12
Individual counseling theories.	☐	☐	☐	10, 11
Group processes	☐	☐	☐	10, 11
Learning theories	☐	☐	☐	10
Learning problems and treatment/teaching. .	☐	☐	☐	10
Behavior change techniques.	☐	☐	☐	4, 10
Theories of behavior.	☐	☐	☐	
Evaluation instruments and tools.	☐	☐	☐	9, 13
Diagnostic and evaluation techniques. . . .	☐	☐	☐	9, 13
Behavior change planning techniques and practices	☐	☐	☐	4, 10
Supervision techniques and practices. . . .	☐	☐	☐	5, 6, 15
Case management techniques and practices. .	☐	☐	☐	6
Community resouces and referral methods . .	☐	☐	☐	8
Sources of occupational information	☐	☐	☐	8
Jobs and occupations.	☐	☐	☐	8
Production management techniques.	☐	☐	☐	19

SKILLS AND ABILITIES "My skill or ability to...."	How important is it?	How well developed is it?	TRAINING PRIORITY	RELATED COMPETENCY
Administer tests.	☐	☐	☐	13
Interview and screen clients.	☐	☐	☐	13
Develop work samples.	☐	☐	☐	13, 18
Perform client evaluations.	☐	☐	☐	13
Interpret vocational evaluation findings. .	☐	☐	☐	13
Coordinate and manage client programs . . .	☐	☐	☐	6
Select and coordinate the use of appropriate community resources and rehabilitation services.	☐	☐	☐	6

Bibliography

SKILLS AND ABILITIES "My skill or ability to...."	How important is it?	How well developed is it?	TRAINING PRIORITY	RELATED COMPETENCY
Supervise clients	☐	☐	☐	1, 5, 13
Supervise work adjustment personnel	☐	☐	☐	13
Set up and implement staff in-service training	☐	☐	☐	13
Procure sub-contract work from industries	☐	☐	☐	13
Supervise production and schedule work	☐	☐	☐	13
Perform quality control	☐	☐	☐	13
Perform inventory control	☐	☐	☐	13
Complete production records and reports	☐	☐	☐	13
Perform time studies	☐	☐	☐	13
Assess local labor markets	☐	☐	☐	14
Provide job development, placement and follow-up services	☐	☐	☐	14
Develop and implement work adjustment plans involving clients, staff and family when appropriate	☐	☐	☐	2, 6
Describe client adjustment problems using observable and measurable terms	☐	☐	☐	2
Develop and select appropriate forms, procedures criteria, and standards for measuring client growth and development or change in behavior	☐	☐	☐	2
Systematically observe, describe, analyze and interpret work behaviors	☐	☐	☐	2
Implement and monitor behavior modification programs	☐	☐	☐	4
Translate psychological and psychiatric information into work related treatment plans for clients	☐	☐	☐	2
Develop simulated work tasks	☐	☐	☐	18
Provide individual, personal, social adjustment and vocational counseling	☐	☐	☐	11
Provide group counseling	☐	☐	☐	11
Instruct in and help clients develop vocational, personal, social and survival skills	☐	☐	☐	11, 16
Select, adapt and utilize teaching techniques and resource materials (for example, lesson plans, teaching aides) consistent with client's ways of learning, to help each client deal with job requirements and their adjustment problems	☐	☐	☐	16
Instruct in and help clients develop acceptable work habits	☐	☐	☐	1
Teach work skills and work procedures to clients	☐	☐	☐	1
Utilize work situations to develop academic skills	☐	☐	☐	16, 17
Develop and implement job readiness training	☐	☐	☐	17
Train in job seeking skills	☐	☐	☐	14, 17

SKILLS AND ABILITIES "My skill or ability to...."	How important is it?	How well developed is it?	TRAINING PRIORITY	RELATED COMPETENCY
Train in basic education skills	☐	☐	☐	16, 17
Provide on-the-job training	☐	☐	☐	17
Complete job analyses and make job modifications	☐	☐	☐	17, 18
Participate in case conference.	☐	☐	☐	3
Communicate facility mission and services .	☐	☐	☐	3
Write client progress and summary reports .	☐	☐	☐	3
Write case related correspondence	☐	☐	☐	3

Scoring Procedures

To the far right of each statement, there are recorded the numbers of the competencies in which each statement is included. Scoring involves adding up the rating you gave to all statement included in a competency and multiplying this total by a constant. This may be done for Importance, Development and/or Priority. For instance, if you wished to find out how importantly you perceive Principles of Human Behavior (competency 10), you would merely add your ratings on "Work Adjustment theories," "The state vocational rehabilitation process," "Use of total environment to change behaviors," etc., record that sum below where it says SUM after competency 10, multiply it by 1.8 and record that where it says PERCENT. If you do the same for a number (or all) of the competencies, those percents can be used to RANK (from high to low) how you perceive the importance (or your level of development, or your level of need) for each of the competencies relative to the others.

COMPETENCY		IMPORTANCE	DEVELOPMENT	PRIORITY
1.	SUM			
	MULTIPLIER	6.7	6.7	16.7
	PERCENT			
	RANK			
2.	SUM			
	MULTIPLIER	4.0	4.0	10.0
	PERCENT			
	RANK			
3.	SUM			
	MULTIPLIER	5.0	5.0	12.5
	PERCENT			
	RANK			
4.	SUM			
	MULTIPLIER	6.7	6.7	16.7

	PERCENT	____	____	____
	RANK	____	____	____
5.	SUM	____	____	____
	MULTIPLIER	1.0	1.0	25.0
	PERCENT	____	____	____
	RANK	____	____	____
6.	SUM	____	____	____
	MULTIPLIER	3.3	3.3	8.3
	PERCENT	____	____	____
	RANK	____	____	____
7.	SUM	____	____	____
	MULTIPLIER	3.3	3.3	8.3
	PERCENT	____	____	____
	RANK	____	____	____
8.	SUM	____	____	____
	MULTIPLIER	6.7	6.7	16.7
	PERCENT	____	____	____
	RANK	____	____	____
9.	SUM	____	____	____
	MULTIPLIER	1.0	10.	25.0
	PERCENT	____	____	____
	RANK	____	____	____
10.	SUM	____	____	____
	MULTIPLIER	1.8	1.8	4.5
	PERCENT	____	____	____
	RANK	____	____	____
11.	SUM	____	____	____
	MULTIPLIER	4.0	4.0	10.0
	PERCENT	____	____	____
	RANK	____	____	____
12.	SUM	____	____	____
	MULTIPLIER	5.0	5.0	12.5
	PERCENT	____	____	____
	RANK	____	____	____
13.	SUM	____	____	____
	MULTIPLIER	2.9	2.9	7.1
	PERCENT	____	____	____
	RANK	____	____	____
14.	SUM	____	____	____
	MULTIPLIER	6.7	6.7	16.7
	PERCENT	____	____	____
	RANK	____	____	____

15.	SUM			
	MULTIPLIER	6.7	6.7	16.7
	PERCENT			
	RANK			
16.	SUM			
	MULTIPLIER	5.0	5.0	12.5
	PERCENT			
	RANK			
17.	SUM			
	MULTIPLIER	3.3	3.3	8.3
	PERCENT			
	RANK			
18.	SUM			
	MULTIPLIER	6.7	6.7	16.7
	PERCENT			
	RANK			
19.	SUM			
	MULTIPLIER	2.5	2.5	6.3
	PERCENT			
	RANK			

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